

BASKERVILL-SEWELL ENGLISH COURSE

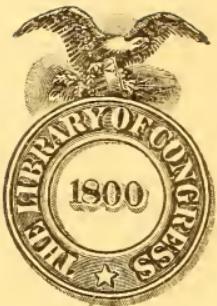
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LANGUAGE LESSONS

J. W. SEWELL



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BASKERVILL-SEWELL ENGLISH COURSE

LANGUAGE LESSONS

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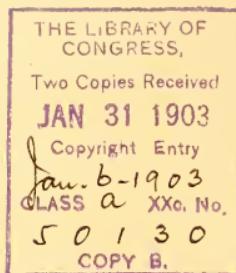
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BASKERVILL-SEWELL LANG. LESS.

E-P 1

PREFACE

EVEN to follow a beaten track in the present enlightened methods of teaching English may afford an earnest teacher opportunity for improving text-books. But in this volume are contained, it is hoped, some special features. Too often a child is called upon to enter the difficult study of formal grammar with almost no preparation. His book of language lessons, beautiful and pleasant as it was, did not, as he discovers, furnish him adequate introduction to the science of grammar; nor, among a number of agreeable exercises, did he really strengthen himself with any systematic or progressive study of composition.

The writer trusts that such vital needs may be satisfactorily met in these pages. Enough of grammar is furnished to lead a child naturally up to a formal text-book, the facts that are learned being restated and emphasized by frequent reviews. A series of dictation exercises, questions and answers, oral narratives and descriptions followed by the written forms, unfinished stories to be completed, paraphrases, outlines and exercises in paragraph structure, is a serious endeavor to present a methodical and permanently useful course in composition.

An effort is made to have all matter expressed in the simplest and most idiomatic language. Especially is it the intention to have something of real value in every exercise, let the subject matter be what it may. Underneath all is a conviction that it is the child's right to have his tasks attractive as well as improving.

J. W. SEWELL.

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LANGUAGE LESSONS

I. THE SENTENCE

The Dog and his Shadow



One day a dog was crossing a brook. He had a piece of meat in his mouth. He looked down into the water and saw his own shadow. He thought the shadow was another dog with a larger piece of meat in his mouth, and he dropped his own meat to snatch at the other dog's. Thus he lost both pieces. He lost the one in the shadow, and he lost his own piece. This shows that greediness does a person little good.

What is the first thought in this story? It is a thought about a dog: One day a dog was crossing a brook. This is called a **sentence**.

A **sentence** is a group of words telling a thought. Read the second sentence on page 9; the third; and all the rest in the story. How many sentences are there in all?

Notice that each sentence begins with a **capital letter** and ends with a **period**.

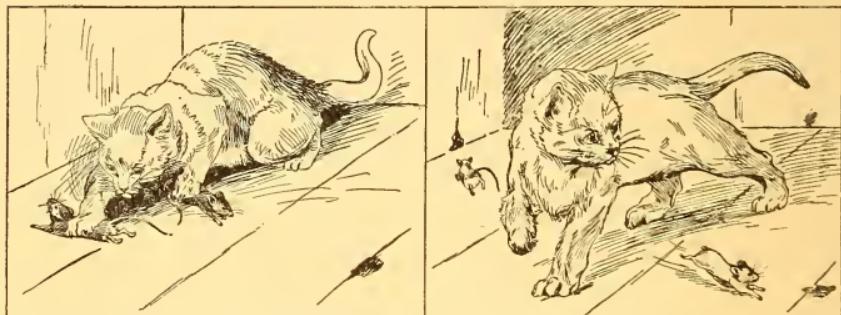
Copy all the sentences neatly on your paper.

2. DICTATION EXERCISE

The Dog and his Shadow

Write all the sentences of Lesson 1 as they are read to you by the teacher.

3. PICTURE STORY



What do you see in the first picture? How many kittens? How many mice? What has the kitten done? What had the mice been eating? Was the kitten hiding and watching the mice? Could she catch both mice in her mouth? Why not? Did she know which one to snatch with her teeth?

In the second picture what did the kitten try to do? To get one, did she let go the other? What did the mice do? What did one of them lose? Was the kitten greedy?

Recite the answer to each question, making a complete sentence of each answer. Then write the answers so as to make a story.

4. NOUNS

1. The *boy* left his *knife* on the *chair*.
2. The *bird* has its *nest* in the *tree*.

When you wish to speak of a thing, you tell the **name** of it. In the first sentence, *boy* is the name of a young person; *knife* is the name of a tool to cut with; *chair* is the name of something to sit on. *Bird*, *nest*, and *tree* are also names of things.

Words that are the names of things are called name-words or **nouns**.

EXERCISE 1. — *Tell what words in these sentences are names of things:* —

1. A chair and a book are in the room.
2. I lost my marbles in the street.
3. The doll had lost its eyes and its hair.
4. The boy found an apple in his desk.
5. Flowers and trees are in our yard.
6. The church has a bell in the steeple.
7. The old schoolhouse was near the road.

EXERCISE 2.—*Copy these sentences, and put a noun in place of each blank:—*

1. In summer we play with —— and ——.
2. In winter we play with —— and ——.
3. I saw a —— in the old oak ——.
4. We will hitch a —— to our new ——.
5. Henry sailed a —— on the ——.
6. The —— builds its —— in a ——.
7. The cat was running after a ——.
8. The cow drank some —— from the ——.

5. STORY WRITING

The Fox and the Grapes

A hungry fox once saw a vine laden with choice grapes. He thought that these would taste very good to him. So he jumped after them, but they were too high. He tried to climb the vine. He was not able to do this. He jumped again and again, until he was tired out. Then he tried to deceive himself and said that the grapes were sour, and not good to eat.

It is not right to belittle things just because we cannot get them.



Why did the fox want some grapes? Where did he find some? How did he think they would taste? How did he try to get them? Did he jump more than once? How else did he try to reach them? Was he able to

reach them at all? Did he get tired? What did he say to himself? Was he right?

Answer all the questions in complete sentences. Then write the story in your own words.

6. DICTATION EXERCISE

The Fox and the Grapes

Write the story in Lesson 5 as your teacher reads it to you in the class.

7. EXERCISES ON NOUNS

1. Write the names of five things on the teacher's desk.
2. Write the names of five things on the dinner table.
3. Write the names of five kinds of playthings.
4. Write the names of five kinds of vegetables.
5. Write the names of five kinds of flowers.

Write sentences about:—

1. Five kinds of animals seen every day.
2. Five kinds of fruits that you like.
3. Five kinds of birds that you have seen.
4. Five things in your bedroom.

8. STORY WRITING

The Story of David

After the teacher has related to the class the story of David, the pupils should answer the following questions:—

What was David's occupation when he was a boy? What is a shepherd? Where was David when he heard of Goliath? Who was Goliath? What did he say to the men of Israel? Did David want to fight Goliath? What did the giant say to him? What did David take to fight with? What did Goliath use? Can you tell about the fight? Was David King of Israel afterwards?

Write the story in your words.

9. WRITING SENTENCES

The Dog



There are so many kinds of dogs that it is hard to tell what each one looks like. So we give a picture of six kinds. In the center in front you see a big, gentle St. Bernard. Behind him is a strong, fierce mastiff. In the lower left-hand corner there is a little terrier and in the upper left-hand corner a collie. In the right-hand corner we see a poodle and behind him a slender greyhound.

Have you ever seen a greyhound? What does he look like? Have you ever seen a shepherd dog? Can you describe him? For what is he useful? What is a watch dog? Which kind of dog do you like best?

Recite the answers. Then write them, making complete sentences.

10. NOUNS

1. *London* is the largest city in *Europe*.
2. *George Washington*, our first president, was born in *Virginia*.

In the first statement we have two names, *London* and *Europe*; but they are not like the names we studied in Lesson 4. *London* is the name of a certain city; *Europe* is the name of a certain great country. So *George Washington* is the name of a certain man, and *Virginia* is the name of a state. They are called **proper nouns**.

We use such nouns as these when we wish to give *special names* to persons and places.

Words like *city* and *president*, and the nouns in Lesson 4, are called **common nouns**.

EXERCISE.—*Write the names of:—*

1. Five of your schoolmates.
2. Five towns in your state.
3. Five men living near you.
4. Five large rivers in the United States.
5. Five men who keep things to sell.

Notice that every **proper name** begins with a **capital letter**.

II. WRITING SENTENCES

A Grateful Dog

A druggist in the great city of Paris once heard a loud scratching at his door. He opened the door, and in walked a strange dog, holding up a bleeding paw. The druggist, who was a kind man, bound up the wound for the dog. Every day after that the dog would come in and wag his tail to thank the man.

One day this dog brought in another dog with a wounded paw to be cured. The druggist saw then that the first dog was kind as well as wise.

In Paris there is a hospital for dogs and cats. When they are hurt or starving, kind-hearted people take care of them until they are well, and then give them to some one who will treat them kindly.

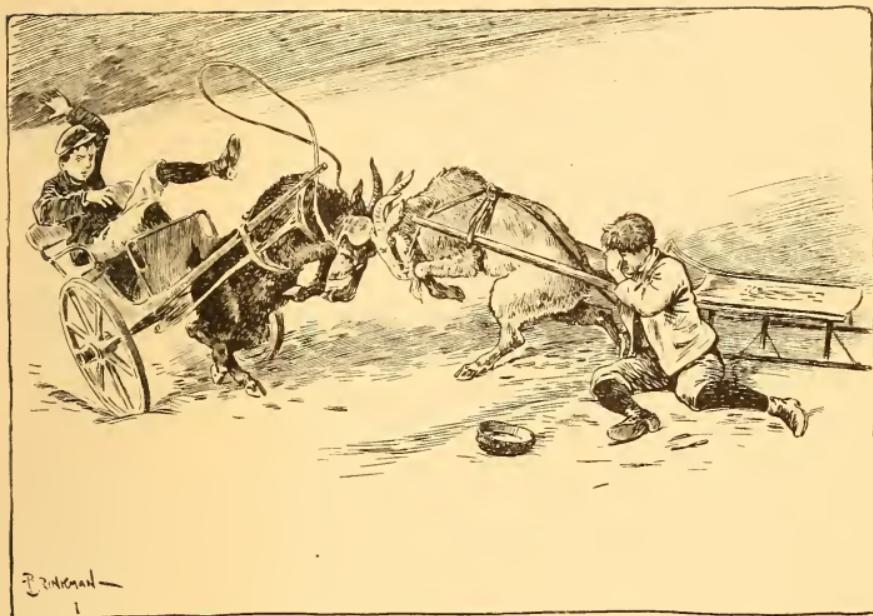
Where did the man who is spoken of in this story live? What was his business? What did he hear at his door? What was the matter with the dog? What did the man do? Was the dog thankful?

What did the dog do afterwards? What did the druggist think of this?

How are dogs and cats taken care of in Paris? Ought boys and girls to be kind to all animals? Why?

Recite the answers, then write them, making complete sentences.

12. PICTURE STORY



Who are these two boys? Tell what each one is riding on. What season is it? How can you tell? What is each one driving? Are the boys in trouble? Why? Is a goat a good animal to drive?

Recite the answers in complete sentences, then write the story in your own words.

13. COMMON AND PROPER NOUNS

1. Write sentences about four kinds of buildings.
2. Write sentences about four kinds of trees.
3. Write sentences about four kinds of insects.
4. Write the names of five states of the Union.
5. Write the names of their capitals.
6. Write the names of five rivers.

14. COMMON AND PROPER NOUNS

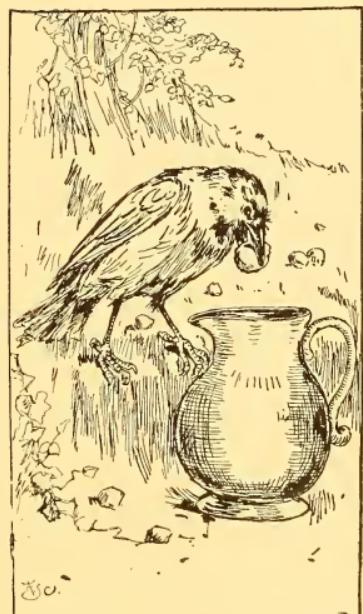
1. Write sentences about four kinds of vehicles.
2. Write sentences about four kinds of workmen.
3. Write sentences about four kinds of precious stones.
4. Write the names of the days of the week.
5. Write the names of the months of the year.
6. Write the names of five countries of Europe.

15. STORY WRITING

A Wise Crow

A crow that was very thirsty found a pitcher by the roadside. But when he looked into it he saw so little water that he could not reach it. He tried again and again. Then he thought of a good plan. He began to drop stones into the pitcher until the water came to the top, where he could reach it. In this way he saved his life.

Very often when we see that things have to be done, we can find a way to do them.



Where did the crow find some water? Could he drink it? What plan did he think of? Tell what he did. What made the water come to the top? How did the water help the crow? Why do you think this was a wise

crow? What good lesson do we learn from the story?

Write the story in your own words.

16. DICTATION EXERCISE

A Wise Crow

Write the story in Lesson 15 as the teacher reads it to you in the class.

17. QUESTIONS AND ANSWERS

The Horse

The horse is a very useful animal. His mane and tail are long and flowing. His hoofs are hard, and are usually kept shod with iron shoes. He stands almost as high as a man. Horses run wild in some countries, and tame horses are used to catch them.

Can you think of some uses for horses? What vehicles do they pull? What do farmers use them for? Do people ride them as much as they used to do? Can street cars run without them? Do any carriages run without them? If the horse is so useful, ought he not to be treated kindly?

Write answers to these questions.

18. STORY WRITING

The Story of Elijah

After the teacher has related the story of Elijah the pupil should answer the following questions:—

Who was Elijah? Who was Baal? Was he a true God? What kind of trial did Elijah propose,

to show which was the true God? What did the priests of Baal do? What did Elijah say to them about their god? What did Elijah then do? What happened when his altar was ready?

Write the story in your own words.

19. ABBREVIATIONS

1. Doctor *John William Brown* lives near us.
2. Dr. *J. W. Brown* lives near us.

Sometimes a person writes only a part of his name instead of the full name; for *John William* he can write *J. W.* These are called **initials**; each is a capital letter and has a period after it. Instead of the word *Doctor*, which is a *title*, we may write *Dr.*, an abbreviation. Initials are also abbreviations.

Most abbreviations begin with **capital letters** and end with **periods**.

Study the following list of abbreviations:—

Colonel,	Col.	County,	Co.
Doctor,	Dr.	Captain,	Capt.
Mister,	Mr.	Honorable,	Hon.
Mistress,	Mrs.	Reverend,	Rev.
Professor,	Prof.	General,	Gen.

EXERCISE.—Write the following names, using abbreviations and initials where you can:—

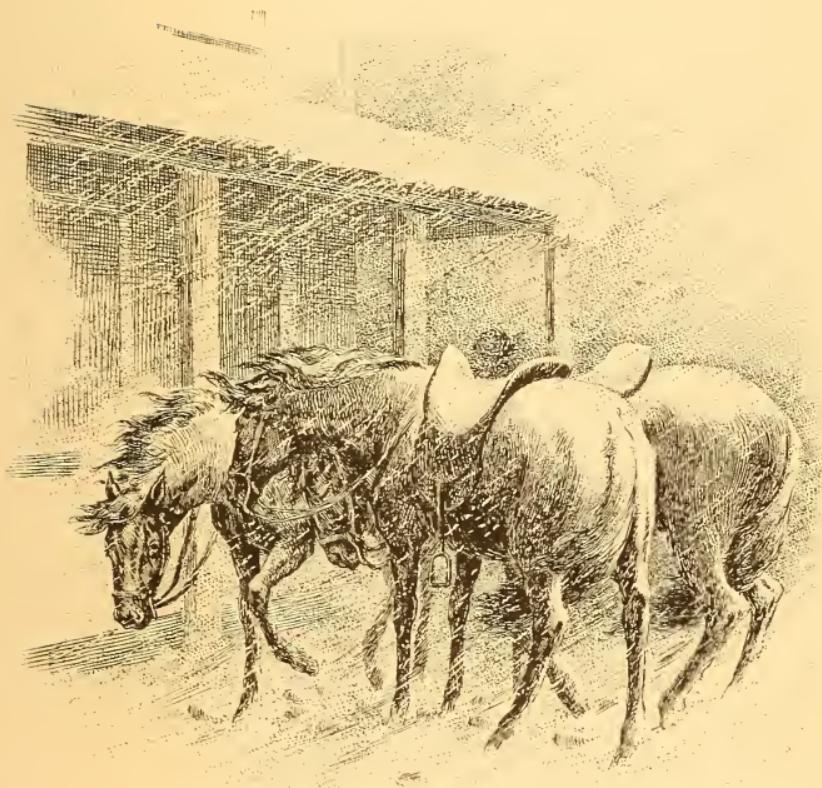
Mister James Walter Taylor.

Honorable John Quincy Adams.

Colonel Edward Elliott Wilson.
Captain George Terry Maitland.
Mistress Anna Hedden White.
Reverend Henry Ward Beecher.
Professor Moses Coit Tyler.

20. WRITING SENTENCES

Kindness to Animals



How many horses do you see in the picture? Where are they standing? Why are they huddled close together? What season of the year is it?

Ought not the horses to be made as comfortable as their masters are? Have they been treated kindly? What should be done for horses that have to stand in such weather?

Write the answers in complete sentences, thus making a lesson about kindness.

21. MEMORY EXERCISES

The Lost Doll

I once had a sweet little doll,
The prettiest doll in the world ;
Her cheeks were so red and so white,
And her hair was so prettily curled.

But I lost my poor little doll,
As I played in the garden one day,
And I cried for her more than a week,
But I could not find where she lay.

I found my poor little doll,
As I played in the garden one day,
But they say she is not the same,
For her paint is all washed away ;

And her arms are broken and gone,
And her hair's not the least bit curled ;
Yet, for all those things, she is still
The prettiest doll in the world.

Learn these lines so that you can repeat them.

Mention the nouns in this poem, and tell which kind each is. Notice that each line of poetry begins with a capital letter.

22. STORY WRITING

The Mice and the Cat

The mice were afraid of the cat. They held a meeting one day to talk the matter over. They wished to arrange some way to let them know when the cat was coming. They decided that the best plan was to tie a bell around the neck of the cat. The ringing of the bell would warn them, and they could get away. But when they wished to find some one to tie the bell on, not a mouse was willing to try it.

It is easy to think of good plans, but, if they are dangerous, most people are not willing to carry them out.



Why did the mice hold a meeting? What did they wish to do? What did they decide was the best plan? Why was it a good plan? Did they carry out the plan? Why not? What does the story teach us?

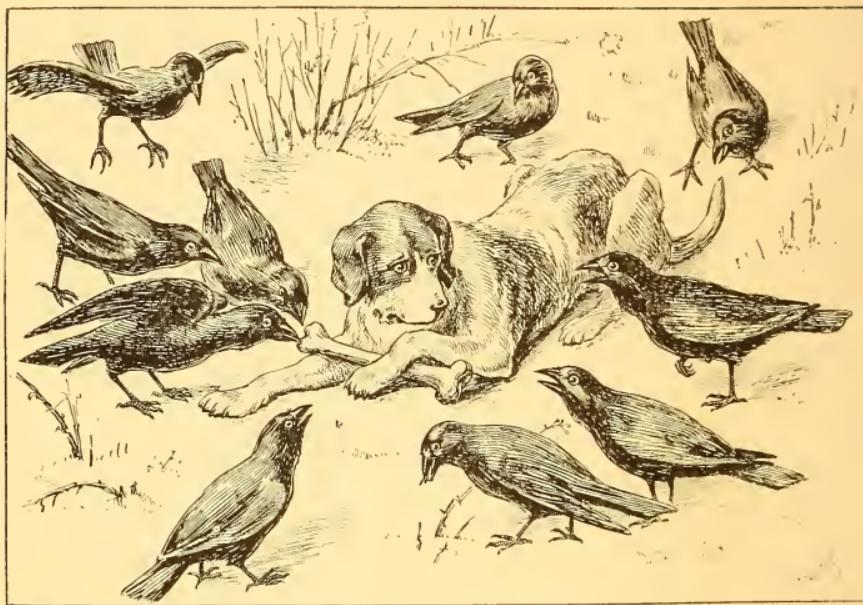
Write the story in your own words.

23. DICTATION EXERCISE

The Mice and the Cat

Write the story in Lesson 22 as the teacher reads it to you in the class.

24. PICTURE STORY



What did the dog find to eat? How does the dog look? Have people fed the dog well at home? What kind of birds are around the dog? What do they want? How will they make the dog give it up? Do they peck at him to scare him? Is the dog willing to give up the bone? Will the crows get it?

Write the story in your own words.

25. STORY WRITING

The Story of Joseph

Answer the following questions, after the story of Joseph has been related by the teacher:—

Who was Joseph's father? What kind of coat did he give Joseph? How did the boy's brothers feel toward him? What did they do to get rid of him? Where is Egypt? What did Pharaoh do for Joseph? How did Joseph treat his brothers when they came to Egypt? Where did his brothers and his father live after the famine?

Point out the proper nouns. Write the story in your own words. Begin each proper noun with a capital letter.

26. ADJECTIVES

1. The *large* bottle holds *blue* ink.
2. *Pretty* birds fly around the *green* trees.

What kind of bottle is spoken of in the first sentence? What kind of ink? In the second statement, what kind of birds are spoken of? What kind of trees? The words *large*, *blue*, *pretty*, and *green* tell what kind, or describe.

Words that tell *what kind* are called **adjectives**.

EXERCISE 1.—*In these statements, find all the words that tell what kind:*—

1. Little pitchers have big ears.
2. A wise son maketh a glad father.
3. A merry heart makes a bright face.
4. Busy children like a quiet school.
5. A lazy dog was in the warm corner.
6. The angry man gave me a cross answer.

EXERCISE 2.—Copy the following statements, filling each blank with an adjective:—

1. The —— man lost his —— watch.
2. The —— calf broke my —— kite.
3. The —— cat has three —— kittens.
4. Some —— leaves fell from the —— trees.
5. I gave my —— top to the —— child.

27. ADJECTIVES

EXERCISE.—In each of the following blanks put three or more adjectives:—

1. —— apples are on the trees.
2. —— pebbles are in the brook.
3. On that bush is a —— rose.
4. Boys should be kind to the —— birds.
5. Henry found a —— puppy.

Example: *Large, red, mellow* apples are on the trees.

Write sentences, using the adjectives *heavy, light, dark, bright, yellow, green, sad, cheerful, ugly, beautiful, old, new*.

28. WRITING SENTENCES

The Cat

The cat is very pretty and gentle. When she is little, she is very playful. Her fur is soft, and so are her paws, unless she is angry and pushes out her claws. She loves to be petted, and when she is pleased she makes a low sound called purring.



For what is a cat useful? What does she like to eat? Does she like to eat birds, and can she catch

them? Did you ever see a cat watch for a mouse and catch it? Does the cat like to wet her feet? Did you ever see a wild cat? Does it look much like the house cat?

Write answers, after reciting them.

29. DICTATION EXERCISE

The Fox and the Crane

A fox invited a crane to eat supper with him. He set out some soup in a flat dish, and the crane could not take up any of it in his long bill. The fox laughed at the crane, for he thought it very funny to see him go hungry.

Another day the crane invited the fox. He set before the fox a tall pitcher with a narrow mouth. He could reach his own neck into it, but the fox was not able to get a taste of the supper. So the crane got even.

There is an old saying that the man who laughs last laughs best.

Write this story as it is read to you by the teacher in the class. Then draw one line under each noun and two under each adjective.

In what way does this story remind you of the story in Lesson 15? Why could not the fox do as the crow did? Do the two stories teach the same lesson? Explain the difference between them.



30. MEMORY EXERCISE

Little Things

One step and then another,
 And the longest walk is ended ;
 One stitch and then another,
 And the largest rent is mended ;
 One brick upon another,
 And the highest wall is made ;
 One flake upon another,
 And the deepest snow is laid.

A little — 'tis a little word,
 But much may in it dwell ;
 Then let a warning voice be heard,
 And learn the lesson well.
 The way to ruin thus begins,
 Down, down, like easy stairs ;
 If conscience suffers little sins,
 Soon larger ones it bears.

Write these lines from memory, underlining the nouns and adjectives.

31. STORY WRITING

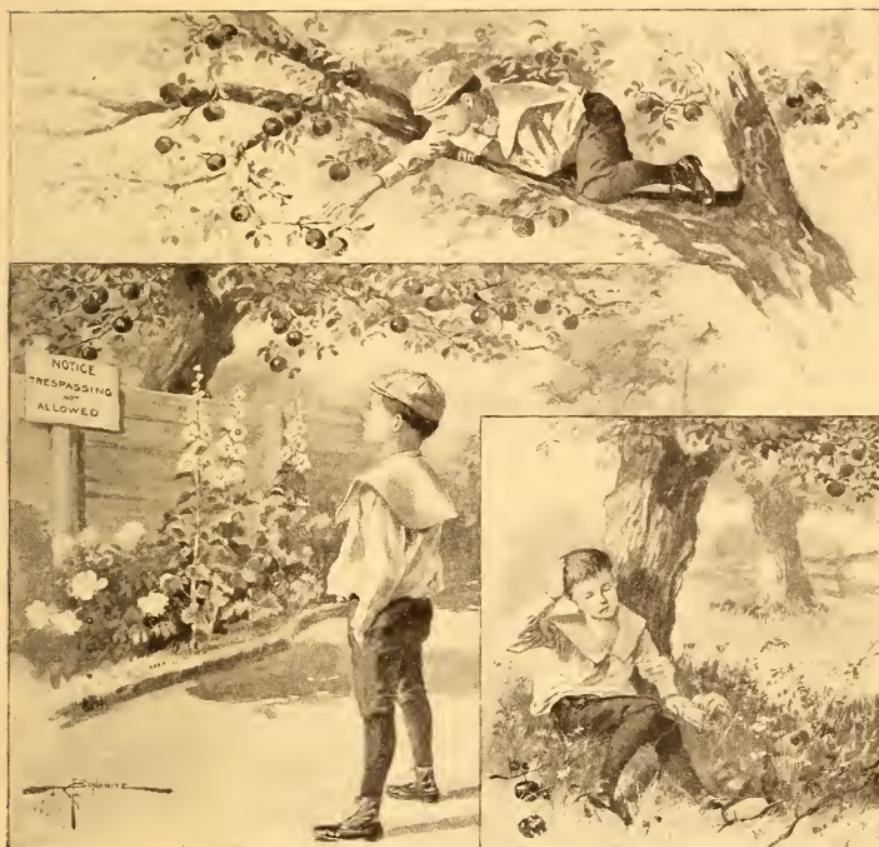
The Story of Samson

After the teacher has related the story of Samson, answer the following questions :—

What did Samson do when the lion came against him? How did he get out of Gaza? How did the Philistines try to seize him? How did they take him prisoner? How did Samson die?

Write the story in your own words.

32. PICTURE STORY



What kind of tree is the boy looking at? Is it in his own yard? Has he any right to the fruit? What does the sign on the fence mean? What does the boy decide to do? Does he reach the apples? What happens to him? What makes him fall? Does he lose the apples? Is he badly hurt?

Write the story in your own words.

33. VERBS

1. The storm *roared* around the house.
2. Nellie *lost* her doll yesterday.
3. The kind man *fed* his horse well.

In these statements, what did the storm do? What did Nellie do? What did the kind man do? Which three words tell what something or somebody did? These words state something about the storm, Nellie, and a kind man.

A word that states something is called a **verb**.

EXERCISE 1. — *Tell which words state something in the statements below : —*

1. The engine blew its whistle.
2. The horse threw his young rider.
3. Birds chirped in the trees.
4. Elephants carry heavy loads.
5. Foxes hunt with great cunning.
6. Girls play with dolls in the house.

EXERCISE 2. — *Copy the following statements, and put a verb in each blank : —*

1. Walter —— his new pony to town.
2. We —— snowballs in winter.
3. We —— wild flowers in summer.
4. The farmer —— his seed in the ground.
5. Mother —— the poor boy a coat.
6. The boy —— my mother for the coat.

34. VERBS

EXERCISE 1.—*Write sentences, using verbs which make statements about:—*

Squirrel, rabbit, tiger, lion, bears, hornets, fish, snake.

EXERCISE 2.—*Write sentences, using two or more verbs in each, about the following persons or animals:—*

Father, baby, Charles, birds, Ponto, mice, owls, our teacher, the eagle, the lion.

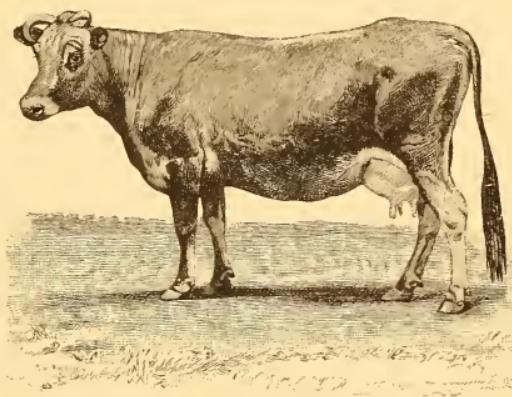
Example: Ponto *barks, runs, and plays.*

35. WRITING SENTENCES

The Cow

The cow is one of the most useful and valuable of animals. Unlike the horse, she has horns. Her hoofs are soft, and are not shod. She is clumsy, and can not trot along as actively as a horse. She is not strong like a horse, and is not used for pulling loads.

Is the cow as tall as a horse? What does she like to eat? How is butter made? How is cheese made? Can the cow's skin be used? What is leather made of? What is glue? What



is it made of? Can the bones of the cow be used for soap? For what can the cow's hair be used?

Write answers to these questions.

36. NOUNS, ADJECTIVES, VERBS

EXERCISE. — *Write sentences, using nouns, adjectives, and verbs from the five columns below :—*

kite	ball	sharp	handsome	fell
book	pen	pretty	useful	hangs
knife	Albert	little	lost	left
flower	uncle	new	found	writes
purse	large	dirty	cuts	saw
picture	old	red	blooms	bought

Example : Henry *lost* his *large kite*.

37. CONTRACTED WORDS

1. (a) It is this boy who can not come.
(b) *It's* this boy who *can't* come.
2. (a) I have not a book that I will send him.
(b) *I haven't* a book that *I'll* send him.

Notice the difference between sentences (a) and (b) in group 1 and also in 2. Very often, instead of speaking or writing a whole word, we shorten it. This is called the **contraction** of a word.

The apostrophe (') is used to show that part of a word is left out.

EXERCISE. — *Write the full form instead of the following contractions :—*

1. If *you'll* stay I *shan't* go away.
2. They *don't* know what *I've* promised.
3. When I came *he'd* already started.
4. *That's* the work that *wasn't* done right.
5. Henry *couldn't* go, or *wouldn't*.
6. *We'll* stop when *we've* written them all.

38. CONTRACTED WORDS

EXERCISE 1. — *Tell what each of the following contractions stands for, then write each sentence in full :—*

1. *She'll* send me word soon.
2. *You've* taken the wrong cap.
3. I think *that's* my strap.
4. *Who'd* go if you *didn't*?
5. *We'll* go after *they've* gone.
6. *That's* why I *wouldn't* go.

EXERCISE 2. — *Write the contracted form of the words indicated in these sentences :—*

1. You *ought not* to speak thus to your mother.
2. *It is* a pity that winter is gone.
3. Next week perhaps *she will* come down.
4. Did George say that he *would not* play ?
5. The bell *had not* rung at eight o'clock.
6. *You have* made a mistake in one place.

39. MEMORY EXERCISE

Little Jack Frost

Little Jack Frost went up the hill,
Watching the stars and the moon so still,
Watching the stars and the moon so bright,
And laughing alone with all his might.

Little Jack Frost ran down the hill,
Late in the night when the winds were still,
Late in the fall when the leaves fell down,
Red and yellow and faded brown.



Little Jack Frost walked through the trees,
“Ah,” sighed the flowers, “we freeze, we freeze.”
“Ah,” sighed the grasses, “we die, we die.”
Said Little Jack Frost, “Good-by, good-by.”
Little Jack Frost tripped round and round,
Spreading white snow on the frozen ground,
Nipping the breezes, icing the streams,
Chilling the warmth of the sun’s bright beams.



But when Dame Nature brought back the spring,
Brought back the birds to chirp and sing,
Melted the snow and warmed the sky,
Little Jack Frost went pouting by.
The flowers opened their eyes of blue,
Green buds peeped out and grasses grew ;
It was so warm and scorched him so,
Little Jack Frost was glad to go.

Learn this poem by heart.
Make a list of nouns, one of adjectives, and one
of verbs from the above lines.

40. STORY WRITING

A Story of Daniel

After the teacher has related the story of Daniel, the pupils should answer the following questions :—

Was Daniel a good man? Why did the king command him to be cast into the den of lions?

What is a lion? What kind of place is a den? What happened when Daniel was thrown into the den? Was he hurt by the lions? Was the king glad? What was done with Daniel's enemies?

Write the story in your own words.

41. WRITING SENTENCES

The Rabbit

The rabbit is an odd-looking little fellow. He is about the size

of a cat. His ears are very long. They stand up when the rabbit sits, but lie on his back when he runs. His tail is only a little tuft of white. The negroes call him "cotton-tail." His hind legs are much longer than the front legs, and he runs by quick jumps.



What does the rabbit like to eat? Did you ever see tame rabbits? Are they of the same color as the wild ones? Can you tell how to make a trap to catch rabbits? What would be put in the trap for bait?

Write answers after reciting them.

42. THREE KINDS OF SENTENCES

1. The cat catches a mouse every day.
2. Did the cat catch a mouse yesterday?
3. Kitty, catch that little greedy mouse.

The first sentence simply makes a **statement**, or declares that something is true.

The second sentence asks a **question** about the cat. Such a sentence is always followed by a question mark, called also **interrogation point** (?).

The third sentence gives a **command**, or tells the kitty to catch a mouse. Like the statement, it is followed by a period.

Other examples are:—

- Statements.* — 1. The bird was singing sweetly.
2. A boy shot the bird.

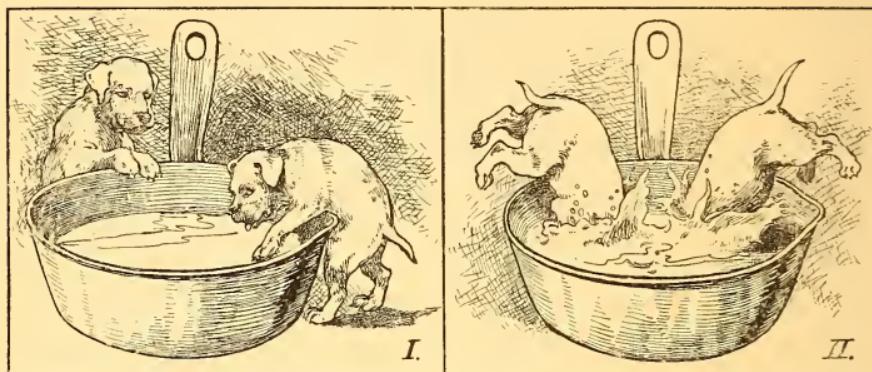
- Questions.* — 1. Have you lost your strap?
2. Is not this my strap?

- Commands.* — 1. Take this bundle home.
2. Do not lose my hammer.

EXERCISE.—To which class does each one of the following sentences belong?

1. Learn all your lessons well.
2. Who was our country's greatest general?
3. Children, talk kindly to your playmates.
4. These men are running to see the fire.
5. Can you tell me the capital of our State?
6. Tell me the name of our governor.
7. Columbus sailed in unknown seas.
8. The earth is round like an orange.
9. When did Columbus start on his voyage?
10. Our playmates do not forget our faults.
11. The water in the pond is frozen.
12. Can you count the stars?

43. PICTURE STORY



How many puppies do you see in the first picture? Of what kind are they? How old are they? What are they leaning on? What is in the vessel? Did the cook leave it there to cool?

What happened when the puppies tried to get it? Could they get out? Who took them out? Were they scalded? Were they drowned? Did the cook whip them? Did they not learn to keep out of mischief?

Write the story in your own words.

44. QUESTIONS AND STATEMENTS

EXERCISE I.—*Copy the following questions and write a statement in answer to each one:—*

1. Who is President of our country?
2. What is the name of your teacher?
3. When did Columbus discover America?
4. Where does your father live?

5. How do you like your school?
6. Why do you go to school?
7. Which kind of fruit do you like best?
8. Is this a very hard lesson to write?

EXERCISE 2.—*Write questions about the following things:—*

duck	nest	tree
sparrow	eggs	yard
hen	straw	barn

Example: Do you see the *duck* on the pond?

45. STORY WRITING

A Kind-hearted Boy

One cold morning in early spring, a little old man was trying to sell papers. He had ragged clothes on, and trotted up and down, trying to keep warm. He was so hoarse that people could hardly hear him call out his papers. Some boys made fun of him.

But one boy stepped up bravely and said, “I will call out for you.” The old man thought the boy was joking, but he called out the papers so clearly that they were soon sold. The boy would not take any pay, though the old man offered it.

What do you think of this boy? Is it worth while to be kind?

Write the story from memory.

46. STATEMENTS

Facts about Ants

Ants build homes under the ground, making them out of clay or sand. In these homes they put away food for the winter, and they have other ants to guard this food. Some ants are kept as

nurses to take care of the baby ants; some are soldiers, for they are big and strong, and can fight for their homes. Some ants have cows; that is, honey bugs, which give up their honey dew when the ants stroke and pat them with their feelers.

The ants' feelers are in front of their heads, and with these they seem to let each other know where to find food, or where there is any danger. In another lesson we shall learn more of ants.

Write ten statements about ants.



47. STATEMENTS AND QUESTIONS

Children of Other Races: I. Africans

In the southern part of Africa there lives a race of very intelligent negroes. They are known as the Kaffirs. They are collected in villages called kraals. A kraal is a collection of huts in the form of a circle, surrounded by a high wall or stockade.

Soon after a Kaffir baby is born, a "medicine man" comes and cuts its tender skin, then rubs in some kind of medicine. Next day the cuts are made still deeper, so that the little one suffers agony. Soon afterward the proud mother paints the baby red from head to foot.

If the baby is a boy, the father takes great pride in it. If it is a girl, he does not care much for it. But when the girl grows up he can sell her for several cows.

The Kaffir children have dolls made of leather. The girls do not work much. The boys train themselves to throw the spear, and to make traps; and they go hunting with their fathers as soon

as they are old enough. As they hunt the giraffe, the deer, the buffalo, the elephant, and the lion, they have to be good hunters to escape being killed.

Write five statements and five questions about Kaffir children.



48. COMMANDS AND QUESTIONS

EXERCISE 1.— *Write commands about the following things:—*

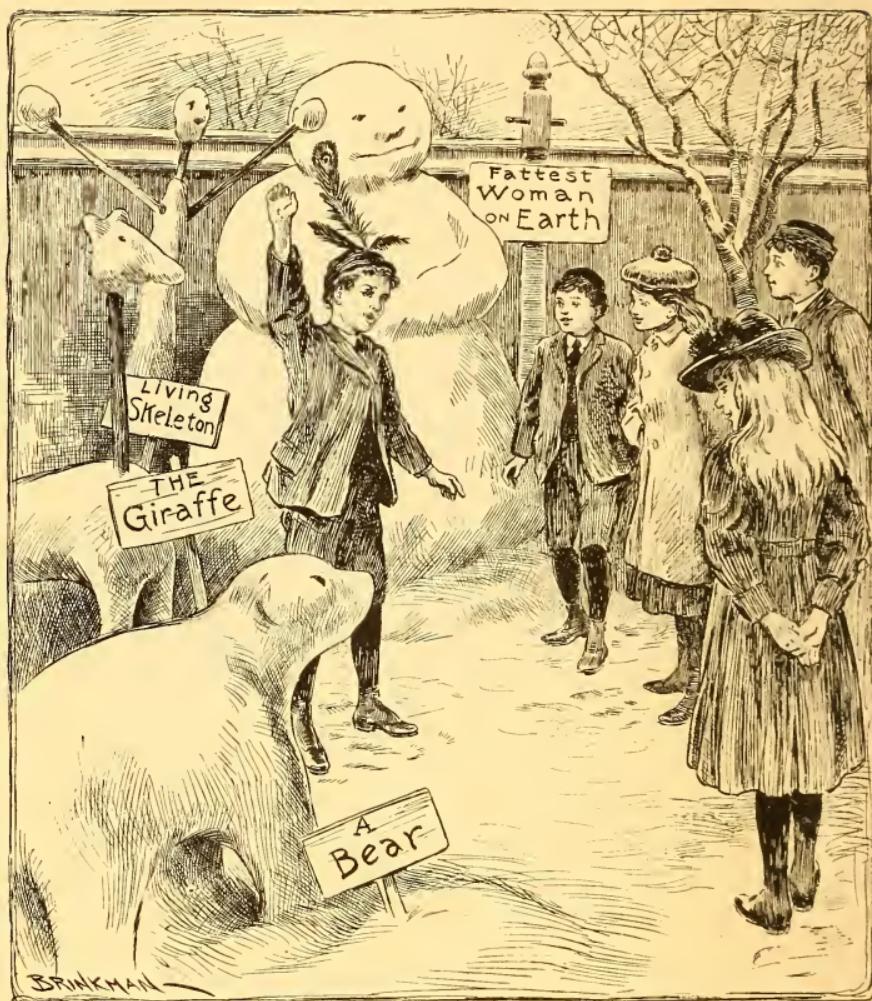
book	cap	dog
strap	gloves	pony
ink	skates	goat
pen	coat	cow

Example: Look at my *pony* in the street.

Change each question in Exercise 2 of Lesson 44 to a statement.

Example: I see the *duck* on the pond.

49. PICTURE STORY



What kind of sport have the boys prepared? Why do you think it is a circus? Name some of the animals. Do the animals look real? What has one boy in his cap? What is this boy saying to the other children? What are the animals made of?

If the weather continues cold, how long do you think the circus will last? What will happen on the first warm or rainy day?

Write the story in your own words.

50. SUBJECT AND PREDICATE

1. The storm roared around the house.
2. Nell lost her doll yesterday.
3. The kind man fed his horse yesterday.

The statements are made about *the storm*, *Nell*, and *a kind man*. These nouns are called subjects, because something is said about them.

The **subject** names the person or the thing about which something is said.

To find the subject of a sentence, we ask who? or what? before the verb. What roared? The *storm*: *storm* is the subject. Who lost the doll? *Nell*: *Nell* is the subject. Who fed the horse? The *kind man*: *man* is the subject.

The words *roared*, *lost*, and *fed* are verbs, because they state something; they are also called predicates,—that is, declaring or stating words.

The **predicate** tells something about a person or a thing.

To find the predicate of a sentence, we ask what the subject does or did. For example: The *storm* did what? The *storm* *roared*: *roared* is the predicate. *Nell* did what? *Nell* *lost* her *doll*: *lost* is

the predicate. The kind man did what? The kind man *fed* his horse: *fed* is the predicate.

A predicate may have more than one word making one verb: as, *will go*; *has lost*; *was roaring*; *had fed*.

A **simple sentence** is a sentence that has one statement, question, or command.

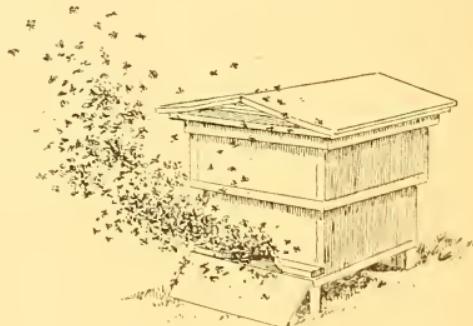
51. STATEMENTS AND QUESTIONS

Facts about Bees

What could be busier than a bee? As soon as fruit trees and flowers are in bloom in spring, the bees begin to hum around, hard at work.

They collect nectar from the blooms, and also flower dust, or pollen, for their food. They carry this to the hive. Then they build honeycombs in a pretty and regular shape, putting the honey they make from the nectar in all the little cells. Part of the bees' food changes first into oil and then into the wax with which they build their cells.

Each hive has a queen bee, who seems to command the other



bees. When the hive gets too crowded, the bees swarm, and are taken to another hive. In winter they cling together in great swarms, so that they can stand the cold. Sometimes a cluster

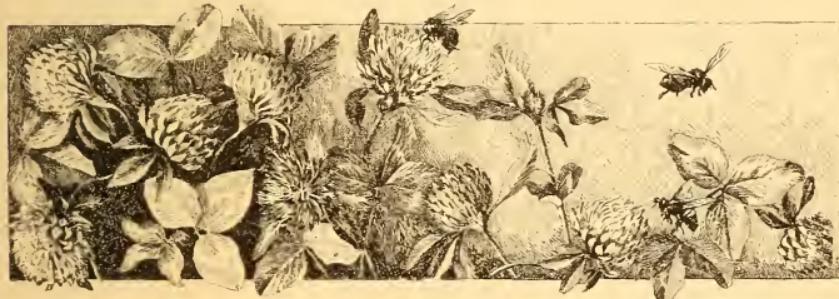
of bees may be taken out of a cake of ice, and when warm weather comes they will be ready to work again.

The humming of bees is the noise made by the swift movement of their wings through the air.

Bees are not fighters, and will often crawl over a bare hand or foot with no thought of stinging. They usually sting only when they are attacked.

1. Make five statements about bees, and in each draw one line under the subject and two lines under the predicate.

2. Write five questions about bees.



52. SUBJECT AND PREDICATE

EXERCISE.—*Mention the subjects in these sentences. Then mention the predicates:—*

1. George found a new knife.
2. The knife was found on the street.
3. Lead pencils break very easily.
4. This apple fell from our tree.
5. A large new house was burned.
6. Perseverance conquers all things.
7. Habit is a second nature.
8. A guilty conscience never feels secure.

53. SUBJECT AND PREDICATE

EXERCISE 1.—*Mention the predicates in these sentences:—*

1. That bird flew over the house.
2. Some trees grow very slowly.
3. Some beautiful flowers grew here.
4. The children gathered some berries.
5. The great bell tolled at noon.
6. Many large rivers flow into the Amazon.
7. Prevention is better than cure.
8. Samson was a strong man.
9. Evil communications corrupt good manners.
10. No man can serve two masters.
11. One stroke will not fell an oak.
12. Great thoughts come from the heart.
13. A rolling stone gathers no moss.

EXERCISE 2.—*Name the subjects and predicates in these sentences:—*

1. Grandmother knits in her easy chair.
2. Kitty runs about all day long.
3. All good children obey their teachers.
4. Good teachers are kind to their pupils.
5. My new reader fell into the water.
6. The robins flew back to the woods.
7. Jane milks the cow twice a day.
8. A very angry boy tore his new book.
9. Wisdom is better than rubies.
10. The early bird catches the worm.
11. Necessity knows no law.
12. Time ripens all things.
13. Every age has its own pleasures.

54. PICTURE STORY



What is the man about to do? Has he been kind to the cat? Why does the man look so surprised? What is the cat putting on his plate? Is the cat grateful for the man's kindness? How does the cat show its gratitude? Do you think the man is pleased with the cat's gift?

Write the story suggested by the picture in your own words. Tell first how the man was kind to the cat; then tell how the cat tried to repay this kindness; and tell finally what you think the man did with the mice.

55. STATEMENTS

Children of Other Races: II. Chinese



The Chinese children are queer looking little fellows, with their olive skin, slanting eyes, long queues, and small feet. They are very solemn looking, and one would think they did not enjoy themselves much. But of course they do, in their own way.

A Chinese child would think it very strange to see any American child disrespectful to his parents; for in China a child would not dare even to sit down in a room without his father's permission. Great respect for parents is one of the chief lessons the children learn.

The mothers wish to keep the feet of their little girls from growing, so they tie the children's feet up and crowd them into tight little shoes. The poor girls hobble along very awkwardly.

They have their playthings, of course, and the boys have plenty of firecrackers ; for, as you know, most of our own firecrackers come from China. The boys fly kites made in the shape of birds, fish, and butterflies, and they can make these kites fight together high up in the air.

But strangest of all is the Chinese school. The Chinese children do not face the teacher, but stand with their backs to him and call out their lessons at the tops of their voices. When a child does not behave well, the teacher raps him with his fan ; but usually the children are very good and obedient, for they respect their teachers almost as much as their parents.

Write three statements about each of these topics : how Chinese children look ; their playthings ; a Chinese school.

56. SUBJECT AND PREDICATE

EXERCISE. — *Write sentences, using two or more predicates with each of the following subjects :—*

cat	boys	bird	fox
dog	girls	hen	mole

Example : Our cat *plays* and *climbs* the trees.

Change the statements to questions.

57. DICTATION EXERCISE

The Child in the Bear's Den

A little boy four years old was left with a pet lamb to play in the field. As they were not noticed, they wandered off into the woods together. They were not missed for some hours, and when they were hunted for, no one could find them.

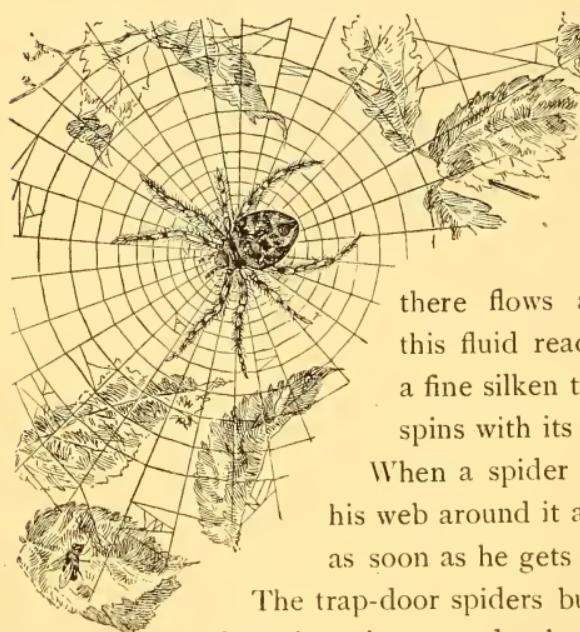
The father was very uneasy, for there were bears and wolves in the woods. About daylight the boy's tracks were found, and they led right to a bear's den. The old bear came out to fight, and the men had to shoot her. When they went into the den, they found the boy safe, and playing with two pretty, gentle bear cubs.

Copy this once, so that you can write it afterward from the teacher's dictation.

58. STATEMENTS

Facts about Spiders

Several kinds of spiders may be found about our homes. They all cast off their skins six times before they become full grown.



They have eight legs and eight eyes. All build webs. The spider has some small tubes on its under side, from which there flows a sticky fluid. When this fluid reaches the air it becomes a fine silken thread, which the spider spins with its feet into a web.

When a spider catches a fly, he spins his web around it and holds it fast. Then, as soon as he gets hungry, he eats the fly.

The trap-door spiders build a house by digging down into the ground ; they line it with spider silk, and make a trap door at the top. This door closes with a remarkable hinge made of web.

1. Write from memory four statements about spiders — their skins, legs and eyes, webs, and food.
2. Write four statements about "trap-door spiders."

59. THE OBJECT

1. George has torn the nest from the tree.
2. The hunter had killed a squirrel.
3. The good boy loves his mother.

In the first sentence, George has torn what? In the second, the hunter had killed what? In the third, the good boy loves whom?

The words *nest*, *squirrel*, and *mother* are called the direct objects. Each verb tells what the subject *does*, or expresses *action*.

The **direct object** names the person or thing that the subject does something to. It answers the question what? or whom? placed after the predicate.

EXERCISE. — *Point out the objects in these sentences:—*

1. The carpenter built a large new house.
2. The child threw the new book away.
3. The careless boy cut his finger.
4. Each pupil found easy work to do.
5. Mary placed the pretty dish there.
6. Our gardener trimmed the young trees.
7. Albert sent his big kite up high.
8. Dash chased the poor old cat.

Point out the subjects and predicates in the sentences just given.

60. PICTURE STORY



What do you see in this picture? What is the old dog doing? What has the old dog in her mouth? What is the little dog doing? What is the old dog teaching the little one? Is the puppy afraid? How can you tell? What tricks can dogs be taught to do? How do men train them best, by beating them or by treating them kindly? Did you ever go to a dog and pony show? What tricks did the dogs do?

Write the story in your own words.

61. REVIEW

1. Point out the adjectives in the Exercise of Lesson 59, and tell what each one modifies.

2. Write five sentences having direct objects modified by adjectives. Draw one line under the adjectives, and two lines under the direct objects.

Example: We bought a large farm.

62. THE OBJECT

EXERCISE 1.—*Copy the following sentences and fill each blank with two or more objects:—*

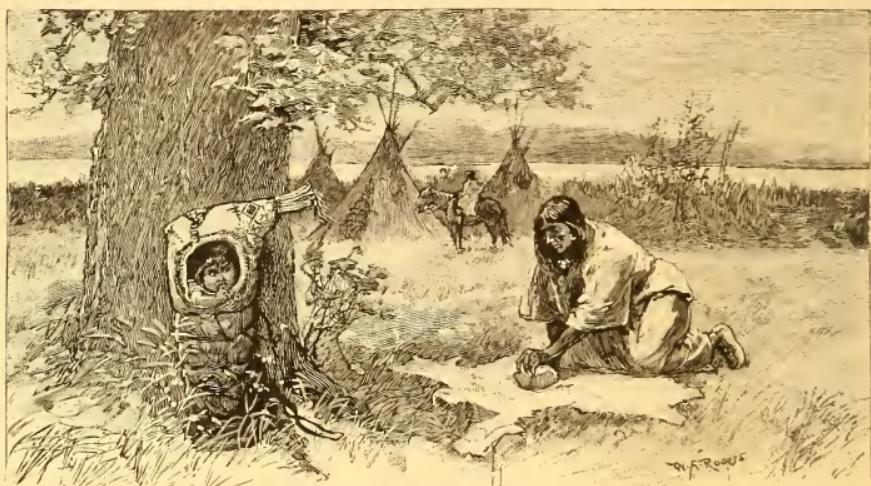
1. Squirrels eat ____.
2. Horses eat ____.
3. A lazy boy lost his ____.
4. At the circus we saw ____.
5. The sly fox killed ____.
6. From the window I noticed ____.
7. The carpenter uses ____.
8. At the grocery I bought ____.
9. The farmer sows ____.
10. Edith wears ____.
11. Cats eat ____.
12. John read ____.
13. The children played ____.
14. The baker sells ____.

EXERCISE 2.—*Write sentences using the following words as direct objects:—*

pony	ball	seed	circus
cow	kite	flower	tent
rabbit	doll	fruit	clown
baby	top	stem	rope

63. SUBJECT AND OBJECT

Children of Other Races: III. Indians



The Indians used to live in all parts of the United States, but now they live only in certain selected places; and they dress and act very much like the white people. When they had control of the country, however, their ways were quite different from those of civilized people.

The Indian baby, like the Kaffir, was kept in a strange cradle. This was a sort of bag with a strap, by which the mother could carry the baby on her back when she went to work.

The girls were taught to do all sorts of work as soon as they were large enough. They planted the corn, hoed it, gathered it, ground it to make meal, and cooked it for the family. They dressed skins to make clothes and to cover the huts, or wigwams.

The boys were trained to be hunters and warriors. They learned to handle the bow and arrow. Sometimes their father sent them away for weeks in the winter, to see whether they would be brave and would kill game to eat. They learned to track people and animals. They learned the ways of all the animals,

and knew how to set traps for them. But they thought the greatest object in life was to fight in wars and slay their enemies.

EXERCISE.—*Write sentences about Indian children, using the following words as subjects or objects:—*

Indians	country	cradle	meal
white people	girls	corn	game
wigwams	skins	clothes	traps
bow and arrow	boys	warriors	hunter

Draw one line under the words you use as subjects, and two under those you use as objects.

64. PICTURE STORY



Describe the room where the two boys are standing. What has one of the boys in his hand? Are

the boys brothers? How old do you think each one of them is?

Who is the lady and what is she doing? What has she told the boys about playing in the house? What did one of them shoot at? What did he strike? Do you think the mirror is very valuable? Should the boys be punished for disobeying? Do they look as though they were sorry because they have grieved their mother? Would it be a good lesson for them to work and pay for a new mirror?

Write the story in your own words.

65. THE OBJECT

1. Write eight statements with direct objects, each modified by an adjective.

Example, with object: The carpenter built a *fence*.

Example, with an adjective modifier: The carpenter built a *high fence*.

2. Change the eight statements you have just made to questions.

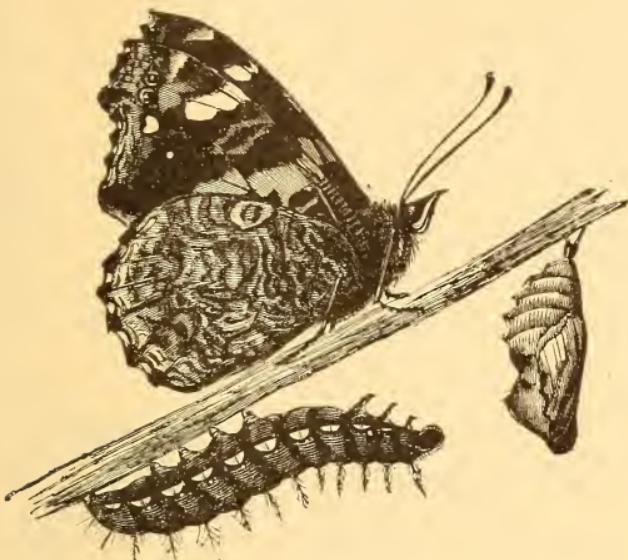
Example: Did the carpenter build a high fence?

3. Deny the eight statements by inserting the word "not."

Example: The carpenter did not build a high fence.

66. SUBJECT AND OBJECT

Facts about Butterflies



A butterfly has a strange history. Before it becomes a butterfly it is a caterpillar. After the caterpillar has been feeding for some time, it fastens itself to a branch by a silken thread. Then it sheds its skin and becomes motionless. After a while it sheds its skin again and the butterfly comes out. The caterpillar of the moth spins for itself a shroud or cocoon of silk. In this it lies buried from sight for a long time. When at last the little silk bag opens, the moth appears.

You can find several kinds of butterflies in the warm months if you will look about. Close to the ponds you will see dozens of the bright little yellow ones and in your gardens you will find larger and prettier ones, sucking the nectar from the flowers.

Some butterflies can hide when they alight on a leaf, because one side of their wings is so much like the color of the leaf.

Write five sentences, using the word *butterfly* (or *butterflies*) as subject, and five using it as object.

67. WRITING SENTENCES

Children of Other Races: IV. Eskimos

Did you ever hear about the polar region? How should you like to live in the midst of ice and snow, in a region where half the year is daytime and the other half is night?

There is such a place in the far north, but dreary as it seems to us, people live there very happily. These people are called Eskimos. The boys and girls of the Eskimos do not know what fruit and flowers and grass are, and they never see a tree. Only a few kinds of birds fly around. Wild animals, however, such as seals, white bears, and whales are often seen.



The Eskimos live in houses made of solid ice, having a small opening for a door. It is so very cold that they have to go wrapped in skins of animals all the time. They learn to fish by taking bone hooks and strings of skin, and dropping the lines through holes in the ice. They have sleds made of wood brought by traders from other countries. They have some very fine dogs which are taught to draw the sleds. The children of the Eskimos eat lumps of fat and drink oil to keep themselves warm. It is said that they relish candles as our children enjoy sticks of candy.

EXERCISE.—Write sentences so as to fill the blanks below. Draw a line under each direct object:—

1. Eskimo children never saw { 1. ——
2. ——
3. ——
4. ——
2. They sometimes see { 1. ——
2. ——
3. ——
4. ——
3. For houses they use ——.
4. For a door they have ——.
5. Eskimo children wear ——.
6. They use { 1. ——
2. ——
7. They eat —— and drink ——.

68. PICTURE STORY



What animals do you see in the room? Is it the room of a rich man's house? How can you tell?

How did the fox happen to come into the house? What can you see through the window? What are the hounds after? Did the fox try to escape? Was the cat afraid of him? Was the little dog afraid? Was the dog strong enough to kill the fox?

Did the hunters and hounds come in and catch the fox? Did they think the little dog had been very brave?

Write the story in your own words.

69. REVIEW

What is a sentence? How do you write the first word of a sentence? What is a noun? What are the two kinds of nouns? What is each kind the name of? What is an abbreviation? How do you write an abbreviation? Give an example. What is an adjective? What is a verb?

What is a contracted word? How do you write a contracted word?

What are the three kinds of sentences? Tell what each kind does. What mark is put after each kind? What is the subject of a sentence? What is the predicate? What is the direct object?

70. REVIEW

1. Write eight sentences, each having a common noun used as subject and one used as direct object.
2. Write eight sentences with proper nouns used as subjects of sentences.

71. REVIEW

1. Write five sentences, each having a direct object modified by two adjectives.

Example : The hunter killed a *young, pretty deer*.

2. Write five sentences, each having one or two contracted words.

72. REVIEW

1. Write five questions and answers about the state in which you live. In your answers draw one line under each subject, two under each adjective used.

73. STORY WRITING

The Hare and the Tortoise

One day a hare made fun of a tortoise because she was so slow and awkward. The tortoise laughed and said, "Even if you are as swift as the wind, I will beat you in a race." The hare was surprised that the tortoise made such a boast, but agreed to the race. The fox promised to find the track and fix the goal.

On the day set for the race the hare and the tortoise started together. The tortoise went right on toward the goal, without once looking around. But the hare was so sure of winning that he went to sleep, expecting to wake up and win in a moment. When he awoke he ran as fast as he could, but the tortoise had already crossed the goal and was taking a comfortable nap in the warm sun.



Write this story in your own words, and also the lesson it teaches.

74. QUOTATION MARKS

1. She said, "The old man will not hurt you."
2. Rip inquired, "Does nobody here know me?"

Quotation is using the words of some one else. When we copy a person's words *exactly as he used them*, this is called a **direct quotation**, and such expressions are always inclosed in quotation marks ("").

EXERCISE 1.—*Copy the following sentences, noticing where quotation marks are used:—*

1. "What is that you are saying?" asked the rose.
2. The pansy said, "She must have a bouquet."
3. The bird cried, "Polly is so cold!"
4. "I want to be a good man," said little Will.
5. "Now, who will go to the mill?" she cried.
6. "Not I!" said the dog and the cat.

What do the quotation marks in Lesson 39 show? In Lesson 78? In Lesson 92?

Notice that in most cases a comma is used to separate a direct quotation from the rest of the sentence.

EXERCISE 2.—*Copy the following sentences, and put in all the marks that are needed:—*

1. Do you think so asked his father
2. Please give me the rope said the man

3. Now, who will reap this wheat she cried
 Not I the goose and duck replied
4. Oh, I will, then said the little Red Hen

75. DICTATION EXERCISE

Truth and the Traveler

A man, traveling in the desert, met a woman standing alone and looking very sad. He inquired of her, "Who are you?" "My name is Truth," she replied. "And why," he asked, "have you left the city, to dwell here alone in the wilderness?" She answered, "Because in former times Falsehood dwelt only with a few, but now she abides with all men, and I am forced to flee."

Study the above story carefully, so that you can write it in the class when read by your teacher.

76. STATEMENTS

Facts about Ants

Some ants have slaves. They fight with other bands of ants and make prisoners of them. They take their captives home with them and make these prisoners feed them and carry them about on their backs. After a while the slaves become satisfied with their lot and never again fight for their liberty.

Some ants, when they wish to change their feeding grounds, march off together by the thousands. These armies of ants are so powerful that they devour many plants and animals in their path, and even men are very glad to keep out of their way.

Write five statements, using the word *ants* as the subject of each, and the following words as objects: *slaves, prisoners, armies, animals, bridges*.

77. PICTURE STORY



Write the story suggested by this picture.

78. STORY WRITING

The Fox and the Crow

A crow had stolen a piece of meat and was perched in a tree with the meat in her beak. A fox who saw her was anxious to get the meat, so he tried a trick. "How pretty the crow is," he exclaimed, "what a fine shape she has and what a beautiful complexion! But it is a pity that her voice is not equal to her beauty. If it were, she would surely be the Queen of Birds!" The silly crow, thinking that the fox meant all this, opened her beak to show how fine her voice was. Of course the piece of meat fell, and the sly fox seized it. Then he said, "My dear crow, your voice is good enough, but you need a little more sense."



Write this story from memory. Write also the lesson it teaches.

79. UNFINISHED STORY

The Fox and the Crab

A fox made fun of a crab who was crawling awkwardly around. The crab said to him, "You may make fun of me, but I should like to run a race with you for a wager." The fox was surprised at this, but thought the race would be fun, so he agreed. The crab said, "I will run on one condition. You must stand just in front of me when we start." The fox thought of course that would be fair. When they took their places, the crab seized hold of the fox's tail, though the fox did not know it. . . .

Write from memory this story so far as it is here given. Then finish the story as you think it ought to be.

80. PRONOUNS

1. The girl has lost *her* slate.
2. Did John find *his* lost purse?
3. Soon Sarah and *I* shall finish *our* work.

In the first sentence, what word does *her* stand for? Answer, *The girl*. Instead of saying, "The girl has lost *the girl's* slate," we put the word *her* for the noun. So in the second sentence, we put *his* for *John's*. *I* and *our* in the third sentence also stand for nouns. Such words are called pronouns.

Pronouns are words that stand for nouns.

EXERCISE. — *Point out the pronouns in these sentences, and tell what each stands for:—*

1. The horse pranced, and tossed his head.
2. If I succeed, I must do my duty.
3. Do you always do just as you are told?
4. The farmer went out to his barn.
5. The girls said they had found their rings.
6. But these guests I leave behind me,
 In your watch and ward I leave them.
7. And mamma in her kerchief, and I in my cap,
 Had just settled our brains for a long winter's nap.

81. PICTURE STORY



1. Study this picture and write about polar bears: where they live; their size; their skin; whether they are dangerous; what they eat; a story about one of them and a man.

2. Get all the information you can, so as to be able to tell in the class and write about some other animals living at the North Pole. Tell their names; their sizes; their habits; why they are useful; how they are hunted; whether they will live in warm climates.

82. MEMORY EXERCISE

Our Flag

Tell me, who can, about our flag,
With its red, and white, and blue ;
How came it to have so many stars?
And of pretty stripes so few ?

The thirteen stripes are for thirteen States,
That first into union came,
For each new State we have added a star,
But have kept the stripes the same.

The number has now reached forty-five ;
So here's an example for you :
Take the "old thirteen" from forty-five,
And how many States are new ?

Thirteen from forty-five ? Let's see :
Well, three from five leaves two ;
And one from four leaves three. There'll be,
Remainder,—thirty-two !

And these all reach from east to west,
On both the ocean shores ;
And over all this proud flag waves
And the bird of freedom soars !

1. Write from memory the poem "Our Flag," given on p. 67.

2. Find out the names of the first thirteen States of our Union, so that you can write them when you come to the class. Be careful to learn how to spell them all correctly.

Name and spell your own state and as many as you can of the other states in the Union.

83. STORY WRITING

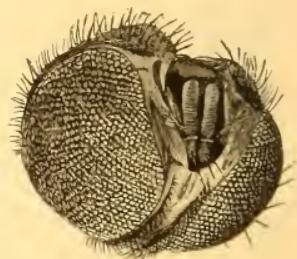
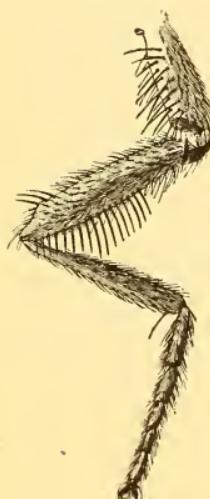
The Fly's Eyes and Feet

The fly has very queer eyes. It seems to have two eyes; but if they are looked at closely under a strong magnifying glass, it will be found that there are really

thousands of tiny eyes side by side. Each little eye is six sided. By this arrangement the fly can see in all directions at once. In the pictures you can see how the eyes look.

There is also something remarkable about the fly's feet. The bottom of each foot has a kind of cup and a sticky fluid flows down into the feet, and holds them tight to the surface that the fly walks on. Hence the little insect can walk with equal ease on the wall, on the window, or on the mirror.

Read this carefully so that you can tell about the fly and then write about it.



84. PRONOUNS

In Lesson 80, we had the sentence, "Soon Sarah and I shall finish our work." In this sentence, the pronoun *I* stands for the one who is speaking; *our* stands for the speaker and Sarah.

The pronouns that stand for the speaker are *I*, *my*, *mine*, *me*; the pronouns that stand for the speaker with others are *we*, *our*, *ours*, and *us*.

The pronouns that stand for the person or persons spoken to are *you*, *your*, or *yours*.

The pronouns that stand for the person or thing spoken of are *he*, *his*, *him*, *she*, *her*, *hers*, *it*, *its*, *they*, *their*, *theirs*, *them*.

Write ten sentences, each containing at least one of these pronouns.

85. PRONOUNS

EXERCISE.—Copy the following sentences, filling the blanks with the proper pronouns:—

1. I watched the horsemen till —— turned.
2. When the riders stopped, —— saw —— faces.
3. My boy, do —— think —— task is done?
4. The task is hard, but —— will finish ——.
5. The sick lady held out —— thin hand.
6. This man says —— has lost —— purse.

In these six sentences tell what each pronoun stands for.

86. ORAL DESCRIPTION

The Bison, or Buffalo



Describe the buffalo. Where does it live? Are there as many buffaloes in this country now as there used to be? Tell how the Indians hunted the buffalo.

87. STORY WRITING

George Washington

George Washington was not a poor boy, like Benjamin Franklin. He lived in Virginia on a great estate, and his father had a large number of slaves.

But George, when a mere boy, showed what kind of a man he would be. He would not tell a lie when he did anything wrong. In those days boys had to write out the books that they studied, and young George's books were always neat and correct. He made some rules to guide him in his conduct, and he always tried

to live up to them. In running, jumping, wrestling, and horseback riding he was always the leader.

When he grew to be a man, his good life and his strong body carried him through a great many sufferings. He became general of our army against the English in the Revolutionary War. He was also the first President of the United States, holding office for eight years. Washington was one of the world's best and greatest men.



Tell this story in your own words. Then write anything else you know about George Washington.

88. EXCLAMATIONS

1. Oh ! What is that turning in the water?
2. How he could trot ! How he could run !
3. What sighs have been wafted after that ship !

In the first sentence, the word *oh !* is used to express excitement or strong feeling. In the second and third, the whole expressions are used to express strong feeling.

A word or an expression so used as to express sudden or strong feeling is called an **exclamation**.

Words like *O ! ah ! alas ! hurrah !* used in exclaiming, are called **interjections**.

Exclamations are followed by an **exclamation point** (!).

EXERCISE.—Rewrite the following sentences, changing each statement to an exclamation:—

1. All these places were familiar to me.
2. A ship is a glorious monument of invention.
3. She seems to lord it over the deep.
4. We had a jolly time Christmas.
5. I looked delightedly at the neat cottages.
6. I was very glad to reach home again.

Example: How familiar to me were all these places!

89. EXCLAMATIONS

EXERCISE.—Copy the following sentences, and put in the needed marks of punctuation:—

1. Alas not one of them will ever return
2. Land land ahead almost home now
3. How often have I played under these trees
4. Run Run Hurry Call the police
5. What pretty pictures you have here
6. It is Rip Van Winkle It is himself Welcome home again, old neighbor

Write six sentences of your own, using exclamations.

90. STORY WRITING

Making Great Plans

A farmer's daughter was carrying a pail of milk from the field to the house, when she began to make plans. "The money for

which this milk will be sold will buy about a hundred eggs. These eggs will produce at least eighty chickens. These will be sold at the highest market price. Then I shall get a new dress and go



to the Christmas frolics. All the young fellows will ask me to marry them, but I will toss my head and refuse every one."

Being so busy with her thoughts, she tossed her head, and down came the pail. All the milk was spilled, and all her great plans came to nothing.

Write from memory the story, and tell the lesson it teaches.

91. STATEMENTS, QUESTIONS, EXCLAMATIONS

The Tiger

The tiger is found in warm countries, and is a very beautiful animal. He loves to lie hidden in dark forests until he gets hungry, when he goes to seek his prey. He hunts mostly at night, and sleeps in the daytime.

The tiger is very large. When stretched out, his skin would almost reach across a room. His skin is yellowish, with dark stripes. His ears are small.

He usually feeds on animals, but sometimes kills men. When a tiger kills one man, he is never satisfied until he kills others. As he slinks about so quietly in the night, he is a very dangerous beast. A large reward is given in some places to any one who kills a man-eating tiger.

Write four statements, four questions, and four exclamations about the tiger.

92. STORY WRITING

A Strange Dish

A merchant invited some friends to dinner and promised to give them some rare sea fish. Various dishes were placed on the table, and at last came a dish with a cover on it. "That is the sea fish!" thought the visitors. But when the cover was taken off, only some silver dollars were seen in the dish. All the guests looked up in surprise, and the merchant said: "My friends, the fish that I promised to give you cost three times as much as I thought they would. Every one costs a dollar. Now I happened to remember that in the next town there is a sick workman and his poor family who are suffering from hunger. I thought the money that I might spend for the sea fish would help these poor

people many a day; still if you want the fish, I will get them for you at once."

The people at the table threw more money into the dish, so that the poor family had plenty to eat for a year.

Write this story from memory. Write also the lesson it teaches.

93. STORY WRITING

The Black Bear



Describe the black bear. Where does he live? Are grizzly bears dangerous? What is the old bear doing with the cub?

Write the story of a little bear in mischief.

94. STATEMENTS

A Spider and its Enemy

There is a large, ugly, poisonous spider called a tarantula. It is so large that it can stretch across a small saucer. It lives in Texas and some other western States, and is very much dreaded.



tula, then is off like a flash. Again and again this is done, until the monster lies still.

Then the mud dauber digs a hole, lays an egg on the body of the tarantula, and buries it. When the young mud dauber is hatched out, it feeds on the body of the dead spider.

1. Write four sentences to tell how the tarantula looks.
2. Write four statements to tell how the mud dauber looks.
3. Write four statements to tell how the mud dauber gets rid of the tarantula.

95. MEMORY EXERCISE

I Want Mamma

Down from the hill, up from the glen,
With waving flags and warlike din,
They rushed — two troops of mounted men —

The boys in blue, the boys in gray ;
And they had almost met that day,
When, lo ! a child stood in the way.

Its hands were filled with flowers ; its eyes,
As clear and soft as summer skies,
Were opened wide in grave surprise.

Upon the pretty baby head
The sun a golden blessing shed,
“ I want mamma,” the sweet voice said.

Both captains shouted, “ Halt ! ” The men
Reined in their eager steeds, and then
The blue leaped down and up again,

And galloping like mad, he bore
The child he grasped a mile or more
Back to its mother’s cottage door.

Loud rose the cheers from blue and gray
As smilingly they turned away :
There was no battle fought that day !

1. Write this poem from memory.
2. Make two lists of the pronouns in this selection — one of those that stand for the person speaking, and another of those that stand for persons spoken of.
3. Write four statements to tell the main points in the story.

96. PRONOUNS

The words *I*, *we*, *he*, *she*, and *they* are to be used as subjects in a sentence.

Example : “ *I* found this knife.”

The words *me*, *us*, *him*, *her*, and *them* are to be used as objects in a sentence.

Example: "Mother sent *us* to school."

You and *it* may be either subject or object.

Write sentences using *you* and *it* as subjects and then as objects.

97. PRONOUNS

Write five sentences using the five subject forms of pronouns in Lesson 96, and five using the five object forms.

98. PICTURE STORY



Write the story suggested by this picture.

99. DICTATION EXERCISE

The Boy and the Jewel

A boy while playing with some pebbles picked up a precious stone. He did not know that it was a precious stone, but his father noticed it. "Give me the stone, my boy," said he. The boy gave it to him and wondered what he would do with it.

His father ground the stone and polished it till it flashed with the colors of a diamond. Then he said to his son, "See, my son, here is the pebble that you gave me." "Why, father," said the boy, "how in the world could you change it so?" The father answered, "I knew the hidden value of the jewel, and I ground away all the worthless matter surrounding it. You may learn from this that a boy will become a great and good man, if he will keep away from bad companions and drive away evil habits. Then his heart will be pure like this diamond."

Copy this lesson, so that you can write any part of it from the teacher's dictation.

100. POSSESSIVE PRONOUNS

1. *My* apple is larger than *yours*.
2. *Our* picture is older than *theirs*.

The forms *my*, *our*, *yours*, and *theirs* in these two sentences show possession, or ownership. Notice that when these **possessive forms** do not stand before their nouns, they end in *s*.

The forms used before nouns are *my*, *our*, *your*, *her*, *their*, and *its*.

The forms that show possession but do not stand

before nouns are *mine*, *ours*, *yours*, *hers*, and *theirs*. Notice that no apostrophe is written before the *s* in such words.

His and *its* (or *its own*) may stand with nouns or without them.

Examples : This is *my* apple.

This apple is *mine*.

His slate is broken.

The broken slate is *his*.

1. Write statements using the six forms that stand before nouns.

2. Write statements using the forms that do not stand before nouns.

101. POSSESSIVE PRONOUNS

1. Write statements using *his* and *its own* before their nouns, and then away from their nouns.

2. Change the statements of 1 and 2 of Lesson 100 into questions.

Examples : I lost *my* book this morning.

Did I lose *my* book this morning ?

This picture is prettier than *yours*.

Is this picture prettier than *yours* ?

102. LETTER WRITING

Copy carefully the following letter, noticing how the different parts are arranged and written :—

Mayville, Ga., June 20, 1903.

Mrs. Emily Adams,
Atlanta, Ga.

Dear Auntie,—

We are all in the country for our holiday. Mamma goes out walking with me every day and shows me the pretty wild flowers.

Harry says he doesn't care anything about wild flowers. He likes to play ball with the boys of Mayville and to watch the men work in the fields.

I wish you could come and stay with us, because we have such good times.

Write soon.

Your little niece,
Alice Williams.

103. UNFINISHED STORY

What Gertie Found Out

Gertie was a very vain girl. She liked to be dressed up in silk, and to have bright flowers on her hat, and she was fond of looking at herself in a mirror. "When I am grown up," she said one day, "I shall live in a city where there are no poor people. I don't see what use poor people are in the world anyway." Her father heard her and called her to him.

"My daughter," he said gently, "come with me down the street and see what the poor people who work hard do for us." . . .

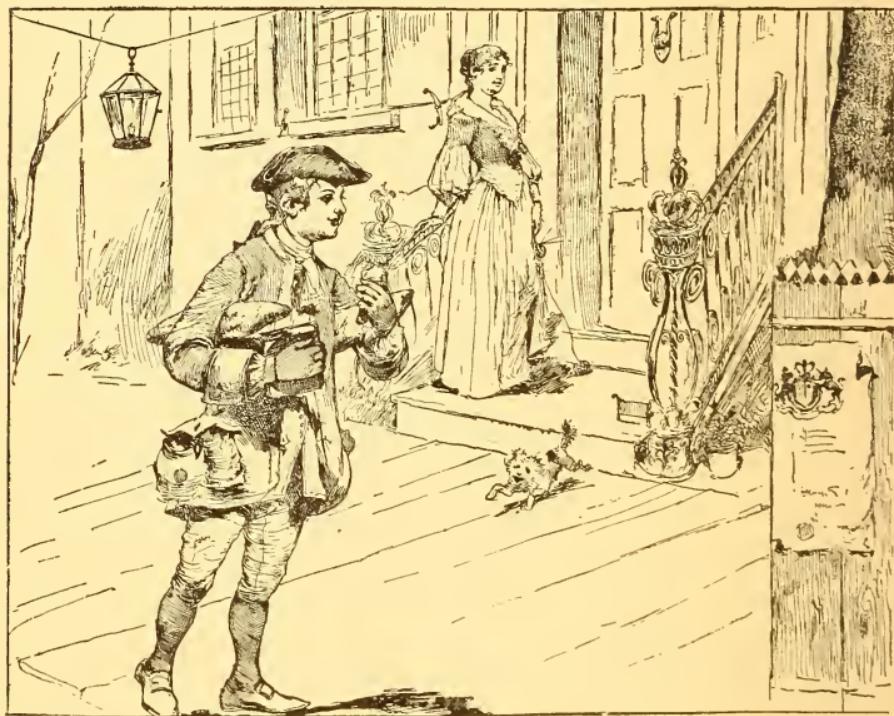
Write this story from memory, then finish it.

104. STORY WRITING

How Benjamin Franklin came to Philadelphia

When Benjamin Franklin was a boy, he traveled from Boston to Philadelphia. He was a poor boy, having very little money in his pocket, and he had to begin and make his own way in life.

When he reached Philadelphia, he was very tired and hungry. He went up the street to buy some bread. He asked for five



cents' worth, and received three large puffy rolls. He began to eat one, and carried the others, one under each arm. In this

manner he walked along the streets, and he looked so funny that the people stared and laughed at him.

But Benjamin Franklin worked faithfully and studied hard and in course of time became the leading man in Philadelphia, and one of the wisest and most useful citizens in our country.

Strange to say, the person who laughed loudest at him on the day when he passed with the rolls under his arms was the lady who later became his wife.

Tell this story in your own words. Then write all you know about Benjamin Franklin.

105. PRONOUNS THAT ASK QUESTIONS

1. *Who* gave them such a right?
2. *What* did they ask of you?
3. *Which* will you give to me?

In these sentences, the words *who*, *what*, and *which* are used to ask questions. They stand for the names of persons or things; hence they also are **pronouns**.

Notice that they require a question mark at the end of the sentence.

There are five of these pronouns: **who**, **whose**, **whom**, **what**, and **which**.

Who is used as subject, *whose* as a possessive word, and *whom* as object. *What* and *which* may be either subject or object.

Additional examples are:—

Examples: *Whose* house was on fire?
Whom did the lady call?
These are mine; *which* is the best?

EXERCISE.—*Copy the following sentences, filling the blanks with the proper pronouns:—*

1. —— did you invite to your party?
2. —— will come to our party?
3. —— do you wish to be, a business man or a lawyer?
4. —— will you give to the poor beggar?
5. —— said, “Don’t give up the ship”?
6. —— house is that over yonder?

106. PRONOUNS THAT ASK QUESTIONS

1. Write ten sentences so as to use twice each of the pronouns *who*, *whose*, *whom*, *that*, and *which*.
2. Mention the other pronouns in the exercise, Lesson 105, and tell what each stands for.

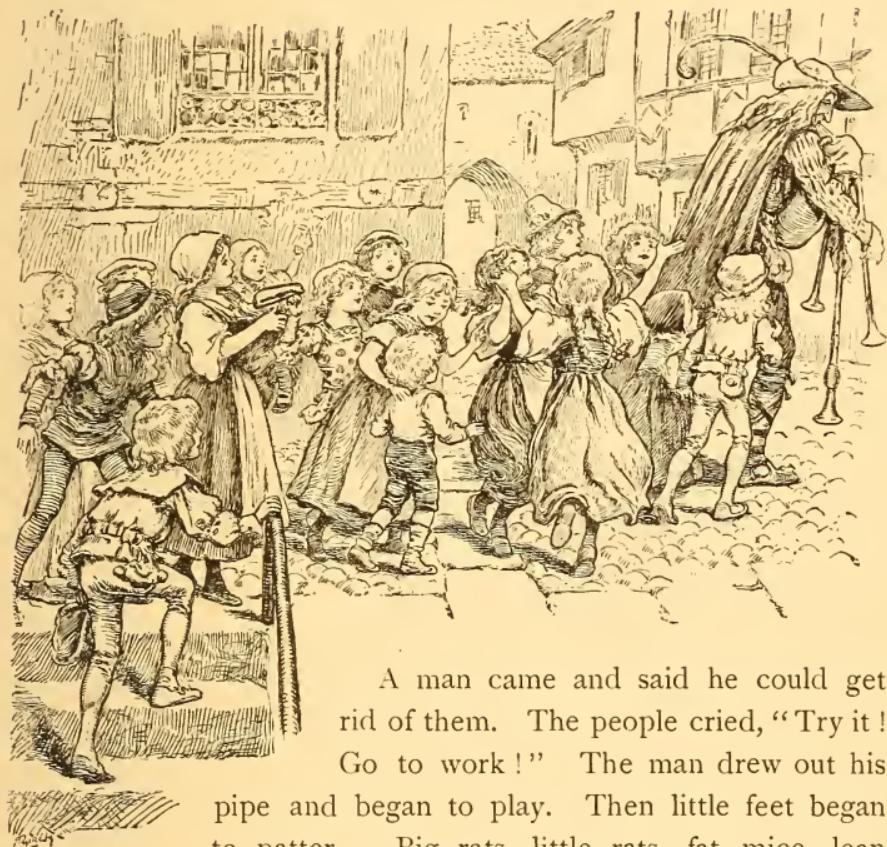
107. STORY WRITING

The Piper of Hamelin

Hamelin is a pretty little town in the north of Germany. The people there think there never was so pretty a town as theirs, and they are happy. But one time they were not happy, and this is how it all came about.

The town was overrun with rats and mice. There were rats and mice in the meal, in the flour, in the sugar, in the clothes,—rats and mice everywhere. The people tried in every way to get rid of the pests, but they only grew worse. Finally the mayor said,

"I will give all the gold a man can carry if he will rid us of the rats and mice."



A man came and said he could get rid of them. The people cried, "Try it! Go to work!" The man drew out his pipe and began to play. Then little feet began to patter. Big rats, little rats, fat mice, lean mice, all followed him down the long street until he reached the river. In they all tumbled, and every one was drowned.

Then the piper came to the mayor and said, "Now, sir, give me my gold, if you please." The mayor looked vexed and answered, "Why, you did nothing but play your pipes. I cannot pay so much for just a little music." "But," said the piper, "you promised it, and I have done my work." The mayor only laughed and answered, "The rats and mice can't come back and worry us, so you may be off without any money." "Very well," said the piper, "if I cannot get your money, I will have your children."

He stepped into the street and began to play. Little feet began to patter, and every boy and girl ran after the piper. He led them down the pretty street. The mothers all cried out, "He will drown you! Come back, my children!" But right on they went, until they came to the mountain. Then the great mountain opened. When they went in, it closed; and not a child of them was ever seen again.

1. Learn this story so that you can write it fully and correctly.

2. Write three statements about the rats and mice; three statements about what became of the rats and mice; four quotations to tell what the mayor and the piper said to each other; three statements to tell what became of the children.

108. QUESTIONS AND ANSWERS

The Sponge

The sponge that you use to wash yourself with is the skeleton of an animal. Sponges grow in the bottom of the ocean. They cling to mud or rocks, and are brought up by hooks let down from boats, or by men who dive into the deep water and cut them loose.

Many divers carry only a stone to weight them down, and a net to hold the sponges. They cannot stay in the water more than two or three minutes. But those who wear a diver's suit can stay longer and find more sponges.

Men sometimes grow sponges as they do plants. Some pieces of sponge are fastened to a board or a stone and let down into the water, with a weight attached to them to hold them in place. In a few years the little pieces grow to be large sponges.

The sponges are beaten out, cleaned, and dried before they are ready to be sold and used.

1. Write five questions about sponges, using the questioning pronouns learned in Lesson 105.
2. Write five statements answering these questions, and underline the word for which each questioning pronoun stands.

Examples : *Who* gathers sponges ?

The diver gathers sponges ?

109. CONJUNCTIONS

1. Harry *and* Alfred will show us the way.
2. Harry *or* Alfred will show us the way.
3. *Neither* Harry *nor* Alfred has returned.

In sentence 1, the words *Harry* and *Alfred* are connected by *and*; both words are used as subjects. In sentence 2, the same words are connected by *or*, and are also used as subjects. *And* and *or* are conjunctions.

Conjunctions are words used to join other words together.

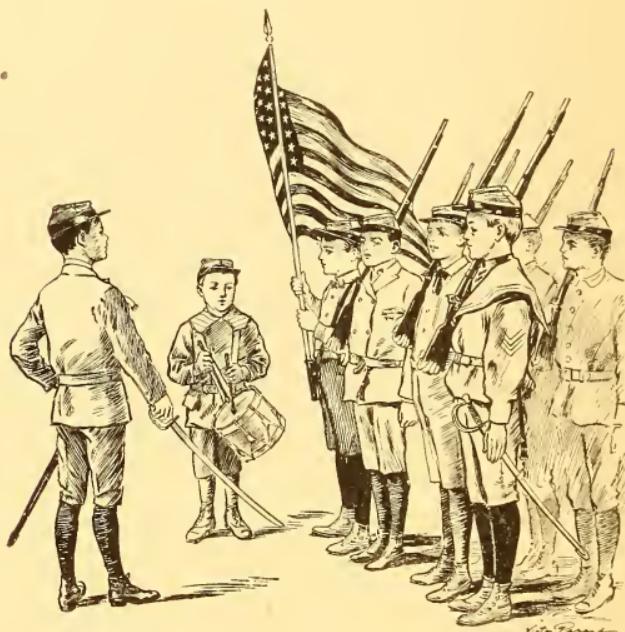
Some of the commonest conjunctions are, *and*, *but*, *or*, *nor*, and *therefore*. Some connect in pairs: *either . . . or* and *neither . . . nor*.

EXERCISE. — Find the conjunctions in the following sentences, and tell what each connects :—

1. Winter and summer both have their pleasures.
2. His father said good-by, and left.

3. Neither the horse nor his rider heard us.
4. I wish a coat, either brown or black.
5. Father's watch is very old, but good.
6. The little girl and her mother dusted the furniture and rubbed it clean.
7. You or he must take the dog home.
8. Some old but useful books are on the shelves.

110. PICTURE STORY



Write the story suggested by this picture.

III. STATEMENTS

The Coffee Plant

Coffee grows on a small tree in the south of Asia, the east of Africa, and Brazil. It comes from a little red berry the size of a cherry. Each berry contains two seeds with flat sides closely

united. When the berry is ripe, the pulp is dried and taken away and the two seeds, or beans, as they are called, are separated. The coffee beans are then dried and packed in boxes or bags to be sold.

When the beans are first bought, they are of a greenish color. But they must be roasted and ground before they are ready for use.

Coffee is very useful for soldiers in war, for it keeps up their strength. Also when explorers go to the Arctic Ocean, they always take coffee to help them stand the fearful cold and sufferings of the journey.

i. The conjunction *and* is used *six* times in this selection: what does it connect in each instance?

2. Write two statements upon each of these topics: where coffee grows; how it is prepared for market; how coffee is useful to grown people.

112. UNFINISHED STORY

The Wonderful Fiddler

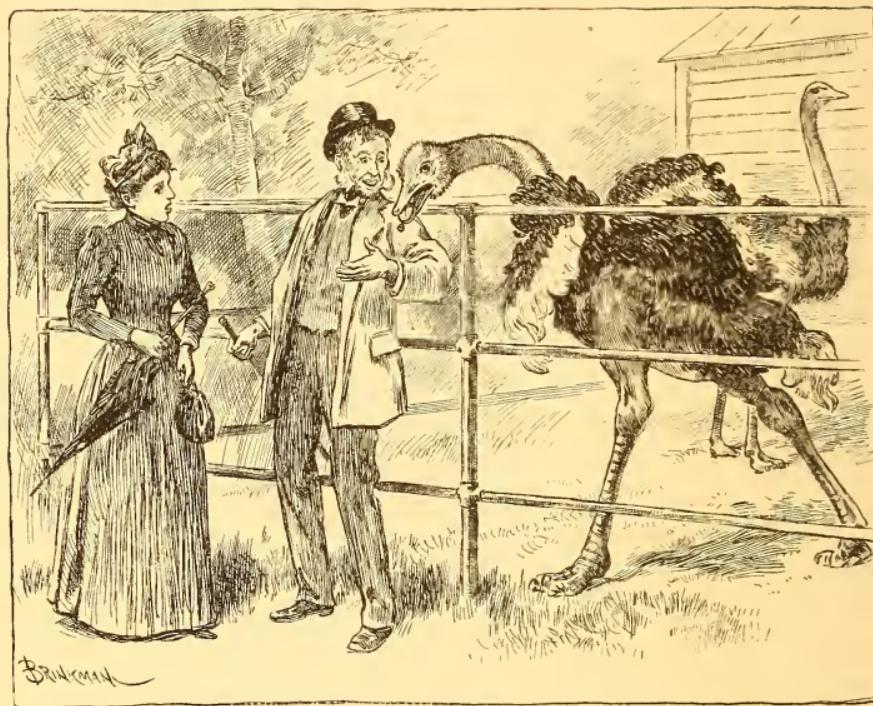
A man went off with his wife to visit a country far away. Ten years passed and the pair did not return, so their property was divided among the relatives. But just at Easter the man came back without his wife, and demanded his property.

His relatives said, "Let us take him before the judge and say that he has killed his wife. Then we can keep his property." They did this, and the judge said the man must die.

The poor man asked the hangman to let him take his fiddle up on the gallows and play to the vast crowd. This was allowed, and he began to play with much feeling.

Write this from memory, then finish the story.

113. STORY WRITING



The Ostrich

What is an ostrich farm? Describe the ostrich. Where does it live? Are any ostriches raised in the United States? For what are they useful? What will they eat?

Write the story of the man who lost his watch. Tell his name; where he lived; where he went; who went with him; how the ostrich got the watch; how the lady was surprised; whether the ostrich was killed so that the watch might be restored to the owner.

114. LETTER WRITING

MAYVILLE, GA., July 3, 1903.

MASTER FRANK ADAMS,
Atlanta, Ga.

DEAR FRANK:—

Alice wrote a letter to Aunt Emily two weeks ago, but I have been too busy to write.

You ought to be here. Yesterday my dog caught a little rabbit. I took it away from him before he could hurt it much, and I am going to keep it.

Sometimes the men working in the fields let me carry water to them. They get very thirsty when they work in the hot sun. Tell Will Jackson not to forget about those marbles.

Your cousin,

HARRY WILLIAMS.

Copy this letter carefully.

115. CONJUNCTIONS

1. Write five sentences, each having two subjects connected by *and*.

2. Write five sentences, each having two objects connected by *and*.

116. CONJUNCTIONS

1. Write three sentences having nouns connected by *either . . . or*.

2. Write three sentences having nouns connected by *neither . . . nor*.

3. Write two sentences having adjectives connected by *either . . . or*, and two sentences having adjectives connected by *neither . . . nor*.

117. LETTER WRITING

'The Tea Plant

The tea plant is an evergreen shrub, which grows nearly to the height of a man. It is cultivated mostly in China.

The leaves are clipped off when they are tender and small. They are then dried and colored, and shipped all over the world. When you drink tea, remember that it has traveled thousands of miles.

Sometimes the tea leaves are packed when they are moist, and pressed into bricks. Sometimes the Chinese cook these leaves with milk, salt, and butter, and eat them as a vegetable.

In China and Japan the tea cup is always brought out for visitors. All sit on the floor, while the pretty little cups are passed around. No sugar or cream is used. It would not be polite for the Chinese or Japanese to receive visitors without offering tea, and it would not be polite for a visitor to refuse to drink it.



Learn the facts in this lesson. Then write a letter to your teacher, making statements upon these

topics: where tea grows; how the leaves are prepared; tea bricks; serving tea in China and Japan.

118. DICTATION EXERCISE

Making Good Weather

A certain man was very rich, but he was never satisfied. He had houses and vineyards, hogs and sheep, horses and cows. He had a good wife and good children; still he grumbled. If it was cool, he said, "This weather is not good for my grapes." If it rained, he said, "This is too damp. It rains too much."

One day an angel came to him and asked, "Do you think you can make better weather?" "Why, yes," said the man, "of course I can." "Very well, then," said the angel, "next year you may make your own weather."

So the man had snow, then hail and rain and sunshine. His grapes grew in great, fine clusters. "Now," he exclaimed, "let us taste these fine grapes!" But they were as sour as vinegar.

The angel came to him again and asked, "How are your grapes now that you have made the weather?" "Very poor," was the answer; "they are sour as vinegar." Then the angel said: "You had snow and hail and rain and sunshine, but you forgot all about the wind!"

Copy this selection, so that you can write any part of it from dictation.

119. STATEMENTS

The Lion

The lion is called the king of beasts. He lives in Asia and Africa. He is of a yellowish color. The male is much larger than the female. The male lion has a very large head, covered down

to the shoulders with a heavy mane. His paws are very large, and fearfully strong. One blow will kill a man or a large animal.



Like the tiger, the lion hunts mostly at night. When not hungry, the lion can be driven away like a dog, by flinging stones at him. But when hungry, he is a terrible creature. His eyes glare, and he begins to lash his sides with his long tail. Then no man or beast is safe in his presence. It is a remarkable sight to see several lions quarreling over an animal one has killed.

The lion has wonderful strength, for he can carry a cow to his den with ease.

Write ten statements about the lion, using in each statement a noun, an adjective, and a verb. Draw one line under each noun, two under each adjective, and one line over each verb.

Example : The lion hunts large beasts.

120. ADVERBS

1. Ella found a young bird *yesterday*.
2. The porter left the package *there*.
3. The men walk *heavily* over the floor.

In sentence 1, the statement, "Ella found a young bird," would not be complete. We should know that the act happened some time, but when the word *yesterday* is put in, it *limits* or *modifies* the verb *found*. It tells **when**.

In sentence 2, *there* modifies the verb *left*, and tells **where**. In sentence 3, *heavily* modifies the verb *walk*, and tells **how**. All such words are called adverbs.

Adverbs modify verbs and tell when, where, or how; that is, they express time, place, or manner.

Some adverbs of **time** are: *now, to-day, lately, soon, to-morrow, yesterday*.

Some adverbs of **place** are: *here, there, near, yonder, everywhere*.

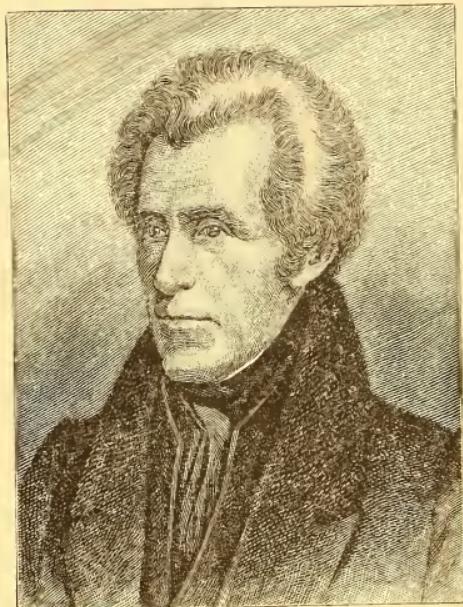
Some adverbs of **manner** are: *well, badly, smoothly, gracefully, easily*, and many others ending in *ly*.

EXERCISE. — Copy the following sentences, fill each blank with an adverb, and tell which kind it is:—

1. A laborer should be paid — for his work.
2. I visited —, but I cannot go —.
3. He searched the house, but found no money —.
4. The leaves were falling — and —.
5. Work —, for — you may not be able.
6. Somebody has been — and taken my cap.
7. I have behaved — all this week.
8. He ran — and picked up the purse.

121. STORY WRITING

Andrew Jackson



Andrew Jackson is often called "Old Hickory," because he was so firm, and endured so many hardships with his soldiers.

When the state of Tennessee was almost a wilderness, Andrew Jackson moved to Nashville. He fought many battles with the Indians, and always conquered them. During the second war with England, Jackson was General, and he defeated the English in the great battle of New Orleans. He was afterward

President of the United States for eight years. He was a plain man, of stern manner, but very popular with the people.

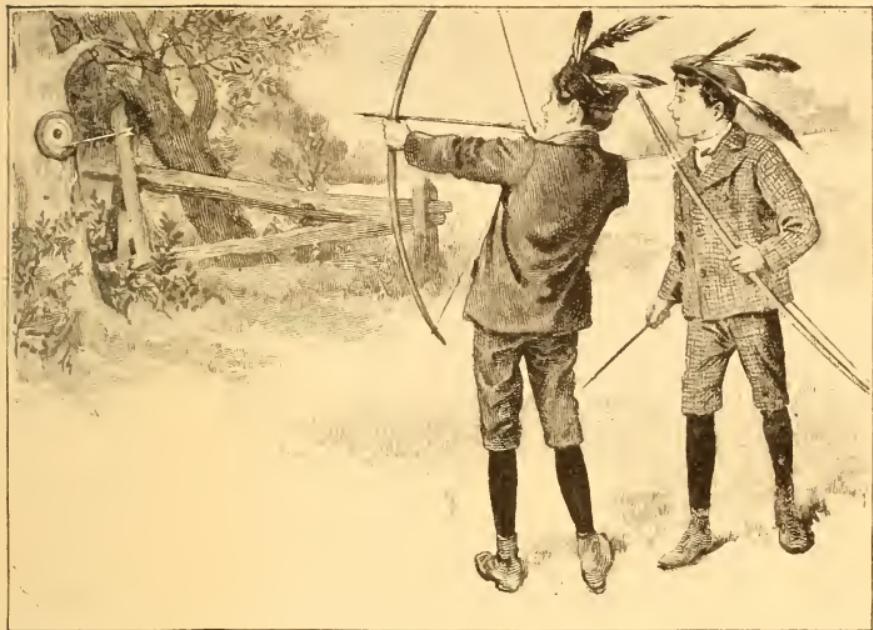
He began life a very poor boy, but he became a great and famous man. Many a boy can do the same, if he has a good character,—is brave and true, and persevering.

Recite this, then in writing tell all you can about Andrew Jackson.

122. ADVERBS

1. Write sentences using all the adverbs of time and place mentioned in Lesson 120.
2. Write ten sentences using ten different adverbs of manner.

123. PICTURE STORY



Write the story suggested by this picture.

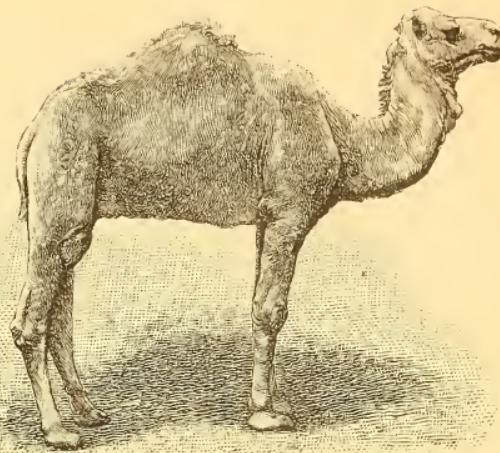
124. PARTS OF SPEECH

The Camel

The camel is called "the ship of the desert." It is a good name, for the people who live near the great deserts could hardly cross them without camels. A great deal of trade is carried on between countries on the opposite sides of the desert, so that the people constantly have to go back and forth.

The camel is a very awkward looking creature, but he is especially fitted for his work. He will patiently carry heavy burdens all day long through the scorching sun, then on the next day toil as patiently as before. His soft, broad feet are just the kind for the deep sand of the desert. He can work with very little food. His stomach is so formed that he can go a long time without having to drink

water. Consequently, when now and then the caravan, or train of camels, comes to an oasis to rest, the camels are in no danger of dying because of heat and thirst. The travelers lie down to rest under the cool palm trees, eat a handful of dried dates, and drink of the clear spring before resuming the journey. And the camels, after refreshing themselves, are ready again for many days of travel.



EXERCISE. — *Copy the following words, taken from the above selection, and write after each whether it is a noun, pronoun, adjective, verb, adverb, or conjunction :—*

ship	but	broad	caravan
them	patiently	and	lie
could cross	it	comes	clear
camel	will carry	oasis	spring
constantly	heavy	cool	its

125. LETTER WRITING

ATLANTA, GA., July 8, 1903.

MASTER HARRY WILLIAMS,
Mayville, Ga.

DEAR HARRY :—

I am glad you are having such a pleasant time in the country. I am having a good time, too. On the Fourth of July, Papa and

Mamma took me out on an excursion. We went down to the coast, and I went sailing in a boat.

I was at your house the other day, and the grass had grown up high, all over the front yard. Will Jackson asks me to tell you that he will trade you his rubber ball for those marbles.

Write to me again soon.

Your cousin,

FRANK ADAMS.

1. Copy this letter carefully.
2. Write a letter to a friend, telling him the facts about the camel.

126. QUESTIONS AND ANSWERS

Cork and Rubber

Cork is really the bark of a tree. The soft inner bark of the cork oak is removed year after year until that which remains becomes so smooth and soft as to be fit for the many uses which people have for it. Cork oaks grow in Spain, Portugal, France, and Italy. Some of them live as long as one hundred and fifty years. Cork is used for bottle stoppers, for life preservers, for shoe soles, hat linings, for artificial arms and legs and for many other things.

India rubber is made from the sap of a tree. The tree is cut, and the white sap is caught in flat cups. Then it is poured over clay on the end of a board, and



heated over a slow fire of palm nuts. This makes the rubber dark in color. It is then sent to the factory, and made into hundreds of articles. Babies' rattles are made of rubber ; also balls, combs, overshoes, gossamers, and many other articles. Even beds, pillows, and bottles are now made of rubber.

1. Write five statements, each of which has the word *cork* as subject.
2. Use the pronoun *what* to ask five questions about rubber. Write the answers, and underline each word for which the pronoun stands.

Example : From *what* is rubber made ?

Rubber is made from the sap of a tree.

127. KINDS OF ADJECTIVES

We have already found a large number of adjectives that tell what kind, or describe.

Examples : The *poor* boy has a *ragged* coat.

Our *new* house contains *beautiful* rooms.

EXERCISE.—*In the following sentences, point out the adjectives that describe :—*

1. A friendly man gave me a big apple.
2. The gruff man scolded a little boy.
3. Busy hands can do great things.
4. Give him the nicest oranges.
5. A lazy horse needs a keen whip.
6. We spent happy days together.

Write six sentences, each containing one or more adjectives that describe.

128. KINDS OF ADJECTIVES

Two other kinds of adjectives will be found in the following sentences:—

1. *Five* buds were counted on *this* rose bush.
2. Surely *that* man was ill *four* weeks.

The words *five* and *four* are called **adjectives of number**.

The words *this* and *that* are used to point out something: *this* is used to speak of something close to the speaker, and *that* to speak of something away from the speaker. In speaking of more than one thing near by, we say *these*, as *these rose bushes*; in speaking of more than one thing away from the speaker, we say *those*, as *those men*. Such words are called **adjectives that point out**.

EXERCISE.—*In the following sentences, mention the adjectives that number and those that point out; also tell what each modifies:*—

1. This country formerly had only thirteen states.
2. Those states were along the Atlantic coast.
3. Mary paid fifty cents for this book.
4. We have twelve marbles in that ring.
5. He wrote these sentences in thirty minutes.

Write two sentences, each to show the use of *this*, *these*, *that*, and *those*.

Write six sentences, each having an adjective of number and one that describes.

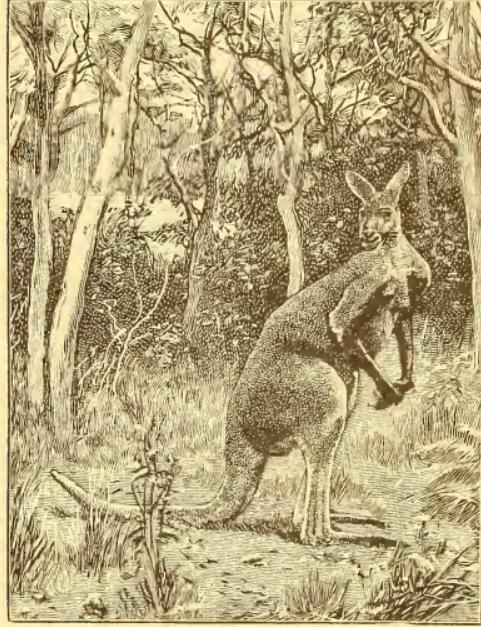
129. LETTER WRITING

The Kangaroo

The kangaroo, which lives in the island of Australia, is one of the strangest animals known to man. His height is about four

feet when he stands up. The upper part of his body is slender, and his head and ears are somewhat like those of a rabbit. His hind legs are very long and heavy, and his tail is so thick that the animal uses it to balance with when he is sitting or jumping.

The mother kangaroo has an odd cradle. In the front of her body is a loose pouch of skin, and in this she can carry the young kangaroos. They run



around and play until they are frightened. Then they run to the mother, and she hides them.

When the kangaroo is trying to escape from the hunter, he goes in great leaps. He leaps with his hind legs, swinging his front legs and using his heavy tail for balancing. He can leap a great distance, sometimes thirty feet at a jump.

The kangaroo is usually timid, but is dangerous in fight. He sometimes runs to the water and ducks the dogs until they drown. At other times he tears his enemies with the terrible claws on his hind feet.

Write a letter dated at some town in Australia, giving the facts about the kangaroo.

130. UNFINISHED STORY

How a Clock saved the City

In the old city of Basle there is, up on a high tower, a clock that for several hundred years has been an hour too fast. When it is ten o'clock, the old clock points to eleven o'clock. The hands are never moved back, because the big clock once saved the city. An army surrounded the city, and a traitor said he would open the gates to the enemy when the clock struck twelve one night. The old watchman heard of this promise, and determined to prevent the surrender. . . .

Finish the story.

131. DESCRIPTION

The Elephant



Describe the elephant. Where does he live? Why is he a valuable animal? Can he be tamed?

Write an account of a tiger hunt in which elephants were used.

132. REVIEW

EXERCISE.—*Find the pronouns, adverbs, and conjunctions in the following sentences:—*

1. Alice looked up, and saw her sister coming toward her, slowly and sadly. The child ran to meet her, and threw her arms about her neck and kissed her. They were friends again; and as they walked toward the Fairy Pool they saw the little lady standing near it.
2. While we were in the midst of our enjoyment little Arthur cried out, with a look of alarm in his big eyes.
3. The enemy were so frightened when they saw me that they leaped out of their ships.
4. Their manner of writing is peculiar, being neither from right to left nor from left to right.
5. He looked anxiously in the same direction, and perceived a strange figure slowly toiling up the rocks.

133. UNFINISHED STORY

Was He an Honest Boy?

Harold Allen was going down the street and wishing for something to do. It was not warm enough to go swimming. There was no wind for his kite. He had lost his best marbles. All at once Mr. Soldi, who kept the fruit stand, called him. “If you will watch my fruit stand a few minutes, I will give you a fine orange,” he said. Harold was glad to do this, and took charge. In a few moments some naughty boys came up. . . .

Finish the story.

134. LETTER WRITING

EXERCISE.—*Copy the following notes carefully:—*

MISS NETTIE GREEN,
56 High Street, Boston.

DEAR NETTIE :—

Can you come to my party to-morrow at four o'clock? I shall be ten years old, and mamma says we may do anything we please. Be sure to come.

Your friend,

MABEL WILSON.

108 Broad Street, April 10, 1904.

MISS MABEL WILSON,
108 Broad Street, Boston.

DEAR MABEL :—

Of course I will come to your party. I know we shall have a good time, for your mother always treats all the girls so nicely.

Your true friend,

NETTIE GREEN.

56 High Street, April 10, 1904.

135. DICTATION EXERCISE

The Ruined Castle

On a high hill in Germany stand the ruins of what was once a great and strong castle. An old knight had built it so that he could spend the rest of his days in quiet. Here he could look down into the peaceful valley and out upon the blue water of two rivers. A winding road led up to the castle from the valley below.

When the castle was finished, he invited his sons and his friends to rejoice with him. When his sons looked around the country from the high castle, they said: "What a fine castle for a brave knight to hold! He can see ships and wagons go by full

of goods. Then he can rush out after them and bring the spoils to the castle, and no one can take the goods away from him."

The old knight, in fierce anger, called the people from the valley and said: "This castle shall never be a nest of robbers. Tear it down, every wall!" And that is why it stands now in ruins.

Copy this selection so that you can write any part of it from dictation.

136. ANALYSIS OF SENTENCES

Analysis is the process of separating a sentence into its parts.

For example, in the sentence, "Hunters kill bears," we analyze as follows:—

Who kill bears? *Hunters*: because the word *hunters* tells that of which something is said, it is the subject.

What word tells something about hunters? *Kill*: because *kill* states something about the subject, it is the predicate.

Hunters kill what? *Bears*: since the word *bears* tells what hunters do something to, it is the object.

EXERCISE. — Analyze the following sentences so as to give the subject, the predicate, and the direct object:—

1. The driver brought some coal.
2. Night brings pleasant dreams.
3. Steamships carry heavy loads.
4. Boys wear caps and hats.
5. The wagons moved our goods.
6. The blacksmith hammers the iron.

137. ANALYSIS OF SENTENCES

When the subject is a noun, it is often modified by an adjective. The predicate is often modified by an adverb, telling when, where, or how.

The timid rabbit ran rapidly.

In analyzing this sentence, find the subject and predicate as before. The word *timid* tells what kind of rabbit: it is an adjective modifying the subject. The word *rapidly* tells how the rabbit ran: it is an adverb modifying the predicate.

EXERCISE.—*Analyze the following sentences so as to find the subject, the predicate, and the modifiers of each:—*

1. A heavy snow fell yesterday.
2. The lonely dog howled dismally.
3. A large tree suddenly fell.
4. A poor man lives yonder.
5. Rich people formerly lived there.
6. Quickly comes a sunbeam bright.

138. ANALYSIS OF SENTENCES

A longer sentence may now be analyzed so as to give all its parts.

The general moved his troops there quickly.

The general is the subject. *Moved his troops there quickly* is the predicate. The predicate consists of the verb *moved* and its object *troops*. The

object is modified by the pronoun *his*, and the verb is modified by the adverbs *there* and *quickly*.

EXERCISE. — *Analyze the following sentences:—*

1. My little dog ran away immediately.
2. The girls wear clean white aprons.
3. A careless little boy lost his new ball.
4. Who has seen my old pony to-day?
5. Harry and Joe caught some fish yesterday.
6. A wise boy hears and follows advice.
7. Who brought that bundle here yesterday?
8. The large but green apples covered the ground.

139. MEMORY EXERCISE

The Will and the Way

There's something I'd have you remember, boys,
To help in the battle of life;

It will give you strength in the time of need
And help in the hour of strife.

Whenever there's something that should be done,
Don't be a coward, and say,

"What use to try?" Remember, then,
That "where there's a will there's a way."

There's many a failure for those who win,

But though at first they fail,

They try again, and the earnest ones
Are sure at last to prevail.

Though the mountain is steep and hard to climb,

You can win the heights, I say,

If you make up your mind to reach the top,
For "where there's a will there's a way."

The men who stand at the top are those
 Who never could bear defeat ;
 Their failures only made them strong
 For the work they had to meet.
 The will to do and the will to dare
 Is what we want to-day ;
 What has been done can be done again,
 For the will finds out the way.

1. Commit this poem to memory.
2. Copy the contractions in these lines, and write the word for which each stands.
3. Copy a statement, a question, and a command from this poem.
4. Write a composition about a boy or a girl who had to fight against misfortune, but who had a will and won.

140. PICTURE STORY



Write the story suggested by this picture.

141. UNFINISHED STORY

The Lump of Gold

A poor charcoal burner found a large lump of pure gold one day while he was digging in the forest. He threw down his shovel and began to think of palaces and carriages and jewels. That night he could not sleep for thinking of his treasure. The next day a man came running into his hut in great fear, and said, "Save me! I am the king. My army is scattered, and I have escaped from my enemies. Nothing is left to me now."

The charcoal burner thought of his lump of gold. . . .

Finish the story.

142. REVIEW

What is a pronoun? For what are pronouns useful? What are the two kinds we have studied?

Mention the pronouns that stand for the speaker, and for the speaker with others; those that stand for persons spoken to; those that stand for persons or things spoken of.

Mention the forms used as subject; those used as object; those used to show possession.

143. REVIEW

1. Write six sentences having pronouns used as subjects and nouns as objects.

Example: *He had bought a new sled.*

2. Write six sentences containing possessive forms of pronouns.

144. REVIEW

Mention the five pronouns used to ask questions. Which of them are used as subjects? Which ones are used as objects? Which one shows possession?

What is a conjunction? Mention five words used as conjunctions. Mention two pairs of words used as conjunctions.

What is an adverb? Mention five adverbs of time; five of place; five of manner.

Write six simple sentences, each having a questioning pronoun as subject, and an adverb modifying the predicate.

Example: *Who called me so roughly?*

145. REVIEW

What is a quotation? When are quotation marks to be used? How are they made? What is an exclamation? How do you mark an exclamation?

What three kinds of adjectives have we studied? Mention four words of each kind.

Mention five possessive pronouns that stand before nouns, and five that stand apart from their nouns.

What is analysis? What parts of the sentence can you mention that are found by analysis?

146. REVIEW

I. Write five sentences in which the subject noun is modified by a possessive pronoun.

2. Write six sentences as follows: two in which the subject is modified by adjectives that describe; two in which the subject is modified by adjectives of number; two in which the subject is modified by adjectives that point out.

147. UNFINISHED STORY

Robert and the Parade

Little Robert Allen, four years old, was playing in front of his father's house in a large city. A circus parade came along, and Robert thought it so pretty that he made up his mind to follow it. Up one street and down another he went, until he began to be afraid. Everything looked strange, and he began to cry. . . .

Finish the story.

148. LETTER WRITING

Write a letter to a friend, and tell him (or her) about the house you live in.

HINTS: What street or road it is on; how large the yard or lawn is; how many stories high the house is; whether it is a brick or a frame house; how old it is; how many rooms there are in it. Describe your room, where it is, and what furniture and toys you keep in it.

149. NUMBER OF NOUNS

A noun that names one thing is said to be in the **singular number**. One that names more than one thing is said to be in the **plural number**.

The plural of a noun is usually formed by adding *s* to the singular; as, *apple*—*apples*; *desk*—*desks*.

Some nouns that end in *x*, *ch*, *sh*, *ss*, and *z*, add *es*; for example: *box*—*boxes*; *church*—*churches*; *dish*—*dishes*; *class*—*classes*; *topaz*—*topazes*.

EXERCISE.—Write the following words from dictation, then write their plurals:—

fox

latch

mass

lash

ax

patch

glass

wish

150. NUMBER OF NOUNS

Some nouns that end in *f* or *fe* change *f* to *v* and add *es*; as, *knife*—*knives*; *thief*—*thieves*.

Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es*; as, *lady*—*ladies*. (If the *y* is preceded by a vowel, only *s* is added; as, *turkey*—*turkeys*.)

A few are irregular: *man*—*men*; *woman*—*women*; *child*—*children*; *ox*—*oxen*; *tooth*—*teeth*; *foot*—*feet*; *mouse*—*mice*; *goose*—*geese*.

1. Write the following words from dictation, then write their plurals: *sheaf*, *calf*, *half*, *leaf*, *loaf*.

2. Write the following words from dictation, then write their plurals: *monkey*, *butterfly*, *army*, *valley*, *enemy*.

3. Write the following words from dictation, then write their plurals: *gentleman*, *child*, *tooth*, *ox*, *mouse*.

151. REVIEW

EXERCISE. — *Study the following nouns until you can write their plurals:—*

house	knife	thief	ox
lady	mouse	church	fish
man	child	box	woman
baby	tooth	shelf	table
chimney	fancy	goose	tooth

152. CHANGING POETRY TO PROSE

Read carefully again the poem in Lesson 139, then without using the book write it in your own words.

153. WRITING A CONTRAST

The Dog and the Wolf

In order to write a contrast between two objects, we speak of each with respect to separate points, so as to show the difference between them.

For example, contrast the dog and the wolf: The wolf lives in the woods, the dog lives with men. The wolf will attack man, the dog is the friend of man. The wolf is seldom found, the dog is in all parts of the world, etc.

The Horse and the Cow

Using the following hints, write a contrast between the horse and the cow:—

Tell which is taller; which is heavier; which is more slender; whether their legs are equally thick; which has the longer neck; which has the thicker

neck; which has a mane; which has horns, and how these grow; shape of head and ears; the way they chew; which chews the cud; difference in hoofs and in tails.

154. POSSESSIVE CASE OF NOUNS

The form of a noun used to show possession is called the **possessive case**. The possessive form of a singular noun is made by adding the apostrophe and *s* ('*s*'); as, "*William's* pony;" "*the dog's* teeth."

The possessive word is always a modifier, and belongs to another noun.

EXERCISE 1.—*In the following sentences, point out the possessive nouns, and tell what each modifies:—*

1. The lady's ring was stolen.
2. The bee's wings were humming.
3. Did you see Henry's pony?
4. Water covers much of the earth's surface.
5. I went to the bookkeeper's desk.
6. Put Fannie's pen upon the table.

EXERCISE 2.—*Write sentences using the possessive singular form of the following nouns:—*

father	boy	Albert	kitten
mother	girl	Sarah	fox

155. POSSESSIVE PLURAL OF NOUNS

The possessive plural of nouns is formed in the same way as the singular if the plural does not end

in *s*; as, *children's* shoes. If the plural ends in *s*, only the apostrophe is added; as, *boys' hats*; *ladies' cloaks*.

EXERCISE 1. — *Write sentences using the possessive plural of the following nouns:—*

man lady thief teacher prince driver

The apostrophe is not to be added to any word unless the word is really a modifier. In the sentence, “The *ladies* were buying cloaks,” the word *ladies* is the subject and has no apostrophe; but in the sentence, “We have *ladies'* cloaks for sale,” *ladies'* is possessive.

EXERCISE 2. — *In the following sentences write all the possessive words correctly:—*

1. The monkeys cap had a feather in it.
2. We saw some monkeys in a cage.
3. Two girls were standing by the window.
4. In the window were girls hats.
5. The pupils were just out of school.
6. Are the pupils desks neat?

156. MEMORY EXERCISE

The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where ;
For so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where ;
For who has sight so keen and strong
That it can follow the flight of song ?

Long, long afterward, in an oak,
I found the arrow still unbroke ;
And the song, from beginning to end,
I found again in the heart of a friend.

1. Write this poem from memory.
2. Make a list of six adverbs in these lines, writing opposite each the word it modifies.
3. Make a list of the pronouns in the lines, writing opposite each the word for which it stands.

157. DICTATION EXERCISE

The Arrow and the Song

Copy the poem in Lesson 156. Then write it when it is read to you by the teacher.

158. LETTER WRITING

Write a letter to a friend and invite him (or her) to visit you.

HINTS: Tell when you want him or her to come; whether on the train, and, if so, at what time you will be there to meet it; what you intend to do in order to entertain your friend. Mention some friends that will be pleasant company for the visitor, and state why.

159. A CONTRAST

— The Rabbit and the Squirrel

HINTS: Compare the size; shape of body; heads; ears; teeth; legs; tails.

Habits — which lives in trees; which in burrows, or dens; what each eats; can both climb? can both be tamed?

160. POSSESSIVE OF NOUNS

The possessive form means the same as a phrase consisting of *for* or *of*, and the simple form of the noun; as, "the house *of* Mr. Jackson" — "Mr. Jackson's house."

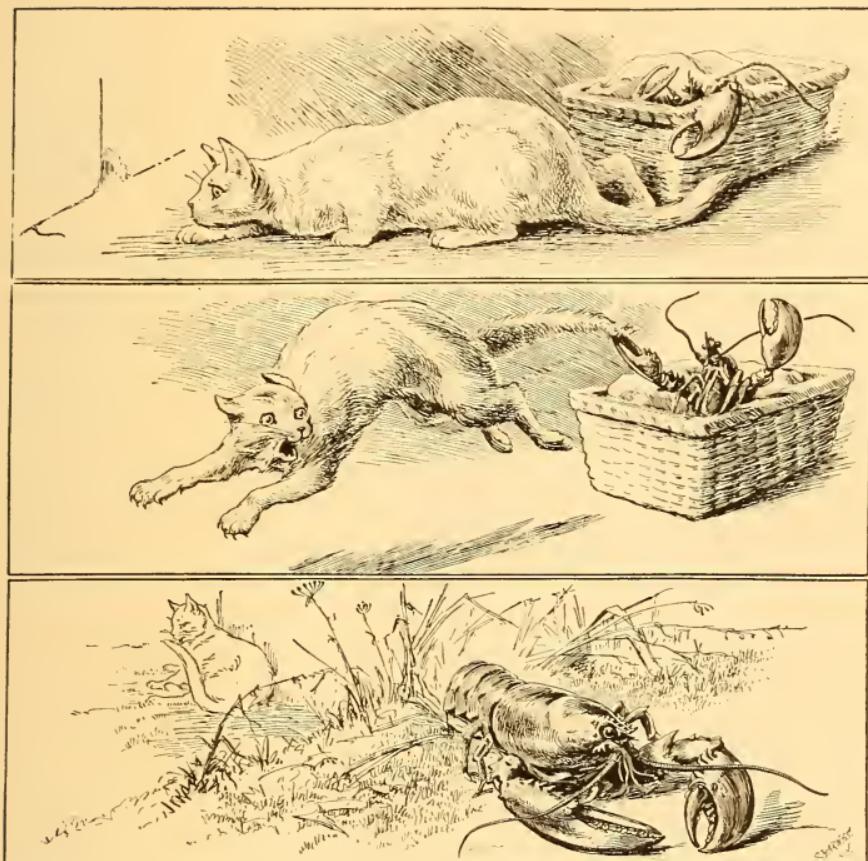
EXERCISE 1.— Rewrite the following expressions, using the possessive instead of the phrase:—

1. Clothing *for* men for sale here.
2. The hats *of* those boys are on the rack.
3. Absalom, the son *of* David, was killed.
4. The singing *of* Patti excited the people.
5. The house *of* my cousin was burned.
6. Hats *for* ladies at a very low price.

EXERCISE 2.— Rewrite the following expressions, using the phrase instead of the possessive:—

1. America's foreign trade is very great.
2. A large stock of children's suits.
3. Kipling's stories are very popular.
4. Yesterday Mr. Foster's store was crowded.
5. We played with your neighbors' children.
6. Washington's example should be followed.

161. PICTURE STORY



What kind of animal is near the cat in the pictures? Tell where it lives; its habits; what it eats; its size; whether it is good to eat; whether you ever saw or caught any. Then write the story suggested by the picture.

162. CHANGING POETRY TO PROSE

Read again the poem in Lesson 156. Then close the book and write the story from memory in your own words.

163. WRITING SENTENCES

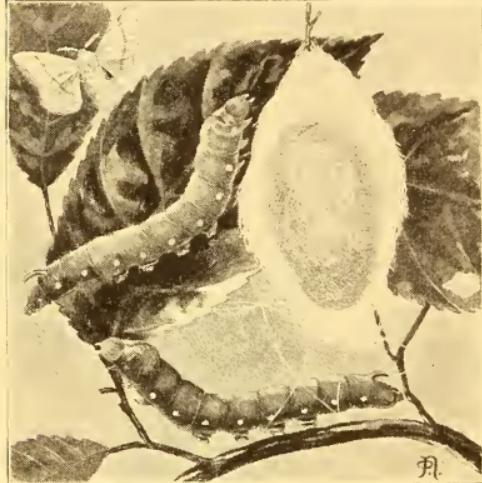
Facts about Silk

We have learned that spiders make a kind of silk. Their webs are really of silk, but the silk that is sold for thread and for dresses is all made by the silkworm, which feeds on mulberry leaves.

The silkworm is two or three inches long, and is not a pretty thing to look at. When it is full grown, the worm begins to spin a silk cocoon all around itself.

It spins some four thousand yards of very small threads in six or eight days. If left to itself the silk worm lies for about three weeks in the cocoon, then pierces a hole through one end and crawls out—a full-grown moth.

But if the cocoons are to be manufactured into silk, the little animals are killed by being smothered



in hot air, to prevent the piercing of the cocoon by the moth, which makes it unfit for reeling.

The silk is taken out of the cocoon, carefully reeled into threads and then made into cloth. The little silkworm causes a large part of the world's trade, as you will understand when you think of the many things that are made of silk.

China and Japan furnish much of the silk used in the world. For hundreds of years the Chinese would not let other nations know how silk was produced; but once two monks from Europe went to China and brought back some silkworms in a hollow cane. This was the beginning of the silk industry in Europe.

1. Write six sentences using the word *silk* as the subject of each.
2. From this selection make lists as follows: five common nouns; three proper nouns; two adjectives of each kind; four pronouns.

. 164. LETTER WRITING

Write a letter accepting the invitation in Lesson 158.

HINTS: Tell why it will please you to make the visit; when you will start, how you will travel, and when you will arrive; what you have been doing since you last heard from your friend.

165. PARAGRAPH AND OUTLINE

If we examine one of the preceding stories, as, for example, Lesson 135, we shall find that it is in several divisions. Each division is called a **paragraph**, and it treats of one topic.

An outline is made by arranging the topics in regular order and numbering them. For example, the outline made from Lesson 135 is:—

- I. Where the castle was built.
- II. What the sons of the knight said.
- III. What the old knight said and did.

Copy the title, and make an outline of Lessons 55, 73, and 107.

166. UNFINISHED STORY

The Faithful Dog

A dog followed his master to the war. He slept in front of his tent at night, and would not allow any one to come near. In the battle that was fought, his master was wounded. The dog whined, tried to make his master get up, and finally lay down beside the wounded man. . . .

Finish the story.

167. PHRASES

1. The army moved *across the river*.
2. Their work *after the holidays* was hard.

In sentence 1, the verb *moved* is modified by an expression telling where: the army moved where? *across the river*.

In sentence 2, the expression *after the holidays* modifies the noun *work*, and tells what work.

The expressions *across the river* and *after the holidays* are called phrases.

A **phrase** is a group of words having no subject or predicate, but used as a modifier.

EXERCISE. — Point out the phrases in the following sentences, and tell what each modifies: —

1. All the grain was pounded with a pestle.
2. A murmur was heard among the branches.
3. The mill by the railroad is burning.
4. The child ran away before breakfast.
5. She wandered into the dark woods.
6. The road from the village is very rough.

7. The leaves upon the trees are falling.
8. The lion gazed around him very angrily.

Write six sentences having phrases introduced by the words *from*, *into*, *over*, *across*, *through*, *during*. Draw a line under each phrase and two under the word modified by the phrase.

168. PREPOSITIONS

1. The army moved *across* the river.
2. Their work *after* the holidays was hard.

By examining these sentences again, we find that *across* introduces the phrase *across the river* and shows the relation between *moved* and *river*; also, that *after* introduces the phrase *after the holidays* and shows the relation between *work* and *holidays*. Words so used are called prepositions.

A **preposition** is a word that introduces a phrase modifier and shows the relation between its object and the word modified.

EXERCISE. — *Copy the following sentences and fill each blank with a preposition : —*

1. The boy often strolled — the woods.
2. The little girls are playing — their dolls.
3. Henry gave a dollar — the book.
4. The guide pointed — the narrow road.
5. The road led — two steep hills.
6. The merchant arrived there — night.
7. Old Fido carried a bone — the house.

8. The house —— the river is made —— brick.
9. The child tripped —— a stone —— the road.

Point out the prepositions in the Exercise of Lesson 167; also mention the words between which each preposition shows relation.

169. LETTER WRITING

Facts about Cotton

It is a common saying in the South that "Cotton is King." And when one considers how useful this plant is, the statement seems true enough.

Cotton grows plentifully all over the Southern states. It is very important to the people, although the South now raises many other things besides cotton. The Sea Island cotton, which is raised off the coast of Georgia, is the finest in the world.



The cotton plant in bloom is a pretty sight. The flowers are large, and yellowish in color. The cotton fiber sticks to the seeds, and must be cleaned before it can be used. It is sent to the cotton gin to get all the seeds out, then it is put up in bales. Even the seeds are useful, being made into oil and meal.



Formerly nearly all the cotton was sent to the North to be made into cloth, but now a large number of factories are found in the South. It will be very interesting to any boy or girl to go through a cotton factory, to see how the cotton is made into cloth, and to find out how many kinds of goods are made out of cotton.

Write a letter dated at New Orleans, giving these facts about cotton. Tell where it grows; how it is prepared for the factory; what the factories make of it.

170. NOMINATIVE AND OBJECTIVE FORMS OF PRONOUNS

The forms of personal pronouns used as subjects of sentences are called **nominative forms**. They are *I, we, he, she, and they*.

1. Write five sentences using the nominative forms as subjects of sentences.

The forms of personal pronouns used as objects of verbs or of prepositions are called **objective forms**. They are *me, us, him, her, and them*.

2. Write sentences using the objective forms as objects of verbs.

3. Write sentences using the objective forms as objects of prepositions.

171. NOMINATIVE AND OBJECTIVE FORMS OF PRONOUNS

EXERCISE. — *In the following sentences select the correct pronoun to be used in each instance:—*

1. Henry and (I, me) will help you.
2. Can you and (he, him) come this evening?
3. Mother told Hattie and (I, me) to write.
4. Could (we, us) and (they, them) do the work?
5. (They, them) or you should send us word.
6. Harold will ride with them or (we, us).
7. These invitations are for you and (she, her).

8. Father will send neither John nor (I, me).
9. You and (she, her) may dust the room.
10. (They, them) and (we, us) have sent word.
11. These flowers are from brother and (I, me).
12. Either (we, us) or (he, him) might be deceived.
13. There is no quarrel between (they, them) and (I, me).
14. I will visit Annie and (she, her) soon.
15. (He, him) and his brother sent the fruit.

172. LETTER WRITING

Write a letter to your father or mother, supposing one of them to be away, and tell all the news.

HINTS: What is the news around your own home; in the neighborhood; in the church; in the city?

173. MAKING AN OUTLINE

When a person wishes to write a composition, he ought always to make an outline first; for example, if one wished to write about "A Day in the Country," the outline might be as follows:—

A Day in the Country

1. Why we were anxious to go.
2. What time of year, and what kind of day it was.
3. How we traveled to reach the place.
4. How we amused ourselves.
5. Some incidents of the day.

EXERCISE.—*Make outlines for these two subjects:—*

1. A Day at School.
2. A Pet I used to Have.

174. PHRASES

1. The house *with the tall roof* is very old.
2. The lost child ran *down the street*.

In sentence 1, the phrase *with the tall roof* belongs to the word *house*, and tells which house, or what kind of house, is spoken of. Since it modifies a noun, it is an **adjective phrase**.

In sentence 2, the phrase *down the street* belongs to the word *ran*, and tells where the child ran. Since it modifies a verb, it is an **adverbial phrase**.

EXERCISE. — *In the following sentences, tell which phrases are adjective and which are adverbial:* —

1. The group around the fire moved away.
2. We are living on Broad Street.
3. The group moved from the fire.
4. Put the shoes under the bed.
5. The watch on the table is mine.
6. A letter from your father has come.
7. They discovered a leak in the roof.
8. The ship glided over the water.
9. They ran across the meadow.
10. The button on your coat is loose.

Write three sentences with adjective phrases, underlining the noun modified by the phrase. Write three sentences with adverbial phrases, underlining the verb modified by the phrase.

175. PICTURE STORY



Tell the story suggested by this picture.

176. UNFINISHED STORY

Katharine's Boast

Katharine Armstrong was very fond of reading. One day when she had finished a story about a young girl who had been very good to her mother, Katharine looked up and said, "Mother, when I am a big girl I am going to wash the dishes for you, and churn, and cook the dinner, and do just everything. I am going to help you, so that you can rest or read or do whatever you please."

"That is a good little girl," said her mother, "but can't you find something to do now? Isn't there some work that a little girl can do?" Katharine thought a minute, and then began to look around to find work that she could do. . . .

Finish the story.

177. MAKING AN OUTLINE

Clouds

Clouds are very pretty to look at, though some of them are so dark that at times they make us feel gloomy and perhaps a little discontented. But it is very interesting to study about the clouds.

In the first place, what are clouds? Did you ever notice the steam rising from a kettle? Now a cloud is something like steam, because it rises from the water. When the sun shines upon the ocean and other large bodies of water it changes part of it into particles so small that they cannot be seen and so light that they rise into the air. These invisible particles are called *vapor*. The air generally contains a great deal of vapor; but cold air cannot hold so much as warm air. When the vapor, in floating about, reaches a colder region, it is chilled and changed into many small water drops or ice crystals. These float in the air and form clouds.

If you will notice, you will see several kinds of clouds. The clouds that contain fewer water drops or ice crystals look white because the light shines through them. When the drops are close together they obscure the sun and therefore look black. It is these black clouds, which contain the most water, that bring the rain or snow.

When the clouds meet each other in the air they sometimes discharge electricity, which we hear in the crash of thunder and see in the flash of lightning.

1. Find the topic for each paragraph in the above selection, and make an outline.

2. In a letter to your father or mother, describe a thunder storm you have seen, and tell some facts you have learned about clouds.

178. LETTER WRITING

NASHVILLE, TENN., December 1, 1902.

MESSRS. PAUL & HART,
Cincinnati, Ohio.

GENTLEMEN,—

Please send us at once by express the following books for Christmas trade, and charge them to our account:—

- “Robinson Crusoe,” 10 copies.
- “The Boy Hunters,” 6 copies.
- “Little Women,” 12 copies.
- “Santa Claus’s Partner,” 12 copies.

Yours respectfully,

ALLEN & JONES.

1. Copy this business letter.
2. Write a business letter, ordering a pair of skates for a friend’s Christmas present.

179. REVIEW EXERCISE

EXERCISE.—*In the following sentences, point out the prepositions and tell what kind of phrase each introduces:—*

1. A large house stood at the top of the hill.
2. The leader of the party made a long speech.
3. We drove very fast from the field.
4. A boy with a bundle stopped my horse.
5. The boy saw some cattle in the road.
6. We had eaten supper with our friends.
7. The house over the hill was burned.
8. Snow covered the meadows during the winter.

In the same sentences, point out the objects of the verbs.

Write three sentences having verbs with noun objects, and three with pronoun objects.

180. USING THE OUTLINE

First make an outline, then write a composition on the subject, "My Trip in a Balloon." Make a paragraph on each topic.

181. PICTURE STORY



Tell the story suggested by this picture.

182. USING THE OUTLINE

Facts About Salt

Did you ever think how important salt is? How should you like to eat a meal without salt in any of the food?

In some parts of the world in ancient times salt was used for money, and even now in Central Africa only the rich can have it.

A great deal of the trade of the ancient world was for the purpose of getting salt.

There are two ways of getting salt. One is, to get it from sea water. The water is run into long, shallow clay beds. When the water is evaporated the salt remains as a deposit. The salt is then purified and sold. The other way is by mining, for there are great beds of rock-salt in many parts of the world. Some is muddy-looking, but much of it is so pure that it needs only to be ground to be ready for packing. Some of the mines are so old that there are people living in them all the time. Down deep in the earth there are regular villages, with streets and houses, and the people who live there seldom see the light of day.

1. Make an outline from these three paragraphs.
2. Closing the book, take your topics and reproduce as well as you can the thoughts in the text.

183. UNFINISHED STORY

Bob and the Beggar

Bob was a quarrelsome boy. Nothing ever seemed to please him. His mother used to tell him how much better off he was than many boys, because he had such a cozy home and a good father and mother. Still he often grumbled. One day Bob was caught in a hard rain, and had to stay all the afternoon in a beggar's hut. . . .

Finish the story.

184. MAKING AN OUTLINE

Faster Ways of Doing Things

The world has learned to do things faster and better in the last century.

For example, the farmer used to run his plow slowly along, plant his wheat by hand, cut it with a sickle or a scythe, and

thrash it in a slow machine run by horse power. Now he has a sulky, or wheel plow, which is very rapid ; he sows his wheat with a drill ; he cuts it with a mowing machine, which binds the wheat into sheaves ; then he thrashes it in a large steam thrasher. Finally, a steam fan drives out the chaff and dust from the grains of wheat, thus taking the place of the hand flails, which the farmers once used.

People used to travel on horseback from place to place, going through rough paths in the woods. Often a woman would ride behind her husband, seated on a cushion, called a pillion. Later, stagecoaches were made, so that the traveler could sometimes cover as much as forty miles in a day. Then railroads were built and improved, so that now a train will carry a passenger farther in an hour than the stagecoach carried him in a day.

1. Make an outline from this selection, then close your book and reproduce the statements.
2. Copy five adverbial phrases from the selection.

185. PREDICATE NOUNS AND ADJECTIVES

1. The squire was a fine, healthy old *gentleman*.
2. The General soon became *President*.
3. The autumn scene was *beautiful*.
4. The tree grew *tall* and *straight*.

In the first sentence, the noun *gentleman* names the person as the subject; it also completes the predicate — helps to make a statement.

In the second sentence, the noun *President* has the same uses: it completes the predicate and names the same person as the subject.

In the third and fourth sentences, the adjectives

beautiful, tall, and straight complete the predicate and modify the subjects *scene* and *tree*.

These words are called predicate nouns and predicate adjectives. They are found after such verbs as *am, is, are, was, were, have been, has been, had been, will be, would be*, etc.; also after *become, grow, seem, appear, look, sound, feel, smell*, etc.

A **predicate noun** is one that completes the predicate and refers to the same person or thing as the subject.

A **predicate adjective** is one that completes the predicate and modifies the subject.

In the fourth example on page 133, the predicate is *grew tall and straight*; this consists of the verb *grew* and the predicate adjectives *tall* and *straight*.

186. PREDICATE NOUNS AND ADJECTIVES

EXERCISE.—*Point out the predicate nouns and adjectives in these sentences:—*

1. My friend was a clerk in the post office.
2. Such a law would be very injurious.
3. The man seemed a stranger in our city.
4. My acquaintances had been Watson and Ralph.
5. Our companion appeared sad after the visit.
6. The child looked lonesome but brave.
7. Who became Emperor after this battle?
8. In the summer the clover smells sweet.
9. The weather will be fair to-morrow.
10. Sweet was the sound of the music.

187. MAKING AN OUTLINE

Rain

When the clouds, about which you learned in Lesson 177, become chilled, the tiny water drops combine into larger drops, and these, being heavier, fall in the form of rain. Or the little ice crystals join together and fall as snow. If you could be on the top of a mountain and see a rain storm come up, you would think it a beautiful sight.

In some places, as in the Desert of Sahara in Africa, rain seldom falls. In some parts of the world it rains only during one part of the year and it is dry the rest of the year.

Did you ever notice how the flowers, trees, and grass brighten up after a spring shower?

The snow protects the seeds from the cold and, when it melts, the moisture sinks into the ground and helps the plants to grow. The ground that is covered with snow does not freeze so far down and thaws more quickly when the warm weather comes. It is therefore sooner ready to plow when the farmer desires to plant his corn and vegetables.

Make an outline from these paragraphs.

EXERCISE. — *Copy the following phrases; tell what each modifies in the selection above, and whether each is adjective or adverbial.*

into larger drops	in some parts of the world
in the form	of the year
on the top	after a spring shower
of a mountain	into the ground
in some places	from the cold
in Africa	with snow

188. STATEMENTS AND PARAGRAPHS

The Partridge

The partridge is found in most parts of the United States. It is a favorite game bird, and is so highly prized that laws have been made to keep it from being totally destroyed.

The bird lives in the woods, and makes a peculiar drumming sound with its wings. Its color is of a dull brown like the trees

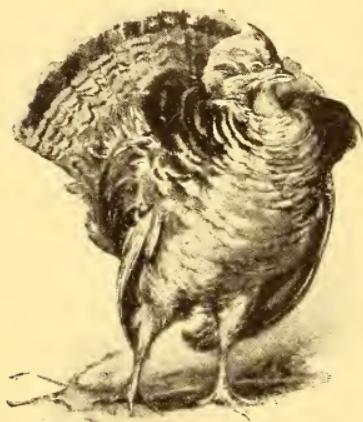
and dead leaves around it in the autumn; and this, together with its swift movements, makes it easy for the partridge to hide. When the old birds are suddenly frightened and the young birds are with them, the little ones will scatter as suddenly as the parents, and it is a puzzle to know where they all disappear so quickly. At night they huddle around in a circle, almost touching one another. When they

are alarmed they fly in all directions without interfering with one another.

They fly close to the ground, with a quick motion of the wings, and with a great whirring sound. They may be driven into nets when on the ground, and are often caught in this way.

The partridge makes a nest in the grass or weeds, and in it lays from ten to twenty eggs. One brood is raised each year.

1. Write five statements using the word *partridge* as the subject of each.
2. Write one paragraph on the topic, "Habits of the Partridge."



189. LETTER WRITING

1. Write a business letter, asking for samples of cloth for a dress or a suit.
2. Write a letter in answer to the above, saying the samples are sent and asking for an order.

190. PREDICATE NOUNS AND ADJECTIVES

1. Write sentences containing five predicate nouns and five predicate adjectives.
2. Write six sentences having proper nouns as subjects, and the verbs completed by predicate nouns.

Example : Napoleon was a great commander.

191. USING THE OUTLINE

First make an outline, then write a composition on the subject "What I saw in a Mill."

192. MEMORY EXERCISE

The Ant and the Glowworm

When night had spread its darkest shade,
 And even the stars no light conveyed,
 A little ant, of humble gait,
 Was passing homeward somewhat late.
 Rejoiced was she to keep in sight
 A splendid glowworm's useful light ;
 Which, like a lantern clear, bestowed
 Its service o'er her dangerous road.

Passing along with footsteps firm,
 She thus addressed the glittering worm :
 "A blessing, neighbor, on your light !
 I kindly thank ye for it. Good-night !"
 "What," said the vain, though gifted thing,
 "Do *you* employ the light I bring?
 If so, I'll keep it out of view ;
 I do not shine for such as you."
 It proudly then its light withdrew.

Just then a traveler passing by,
 Who had beheld with curious eye
 The beauteous luster now put out,
 Left all in darkness and in doubt,
 Unconscious, stepped his foot aside,
 And crushed the glowworm in its pride.

God, in His wise and bounteous love,
 Has given us talents to improve ;
 And they who hide the precious store
 May *do* much harm, but *suffer* more.

1. Write the poem from memory.
2. Write this story in prose; also the lesson it teaches.

193. A CONTRAST

The Apple and the Orange

HINTS: Compare the size; color; covering of each; appearance of each when cut open; seeds of each.

Tell in what kind of climate each grows; which can be kept longer in the cellar; which costs more; the uses of each.

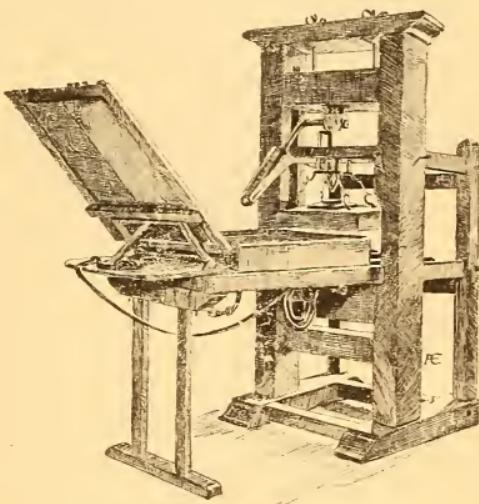
194. MAKING AN OUTLINE

Faster Ways of Doing Things

In South Africa letters are sometimes sent by runners. That is, a Kaffir negro carries the letter on foot. He cuts a small stick ; splits it so that it will hold the letter ; then he goes on a regular, steady run for hours and days, until he reaches the end of his journey. He does not stop on the way except to eat a little food. Civilized nations were somewhat better off when they sent letters by horseback riders. It was still better when the stagecoach was established. But the best of all is our day of swift trains, great ocean steamers, and splendid post-office systems, by which a letter can be sent a thousand miles in a day.

There has likewise been a great step forward in printing. Formerly all the type was set by hand and a hand press was used to print the newspapers. Now a machine is often used to set the type, especially on newspapers, and does the work much more quickly. The improved press will print as many papers in a day as the old press could print in a whole year.

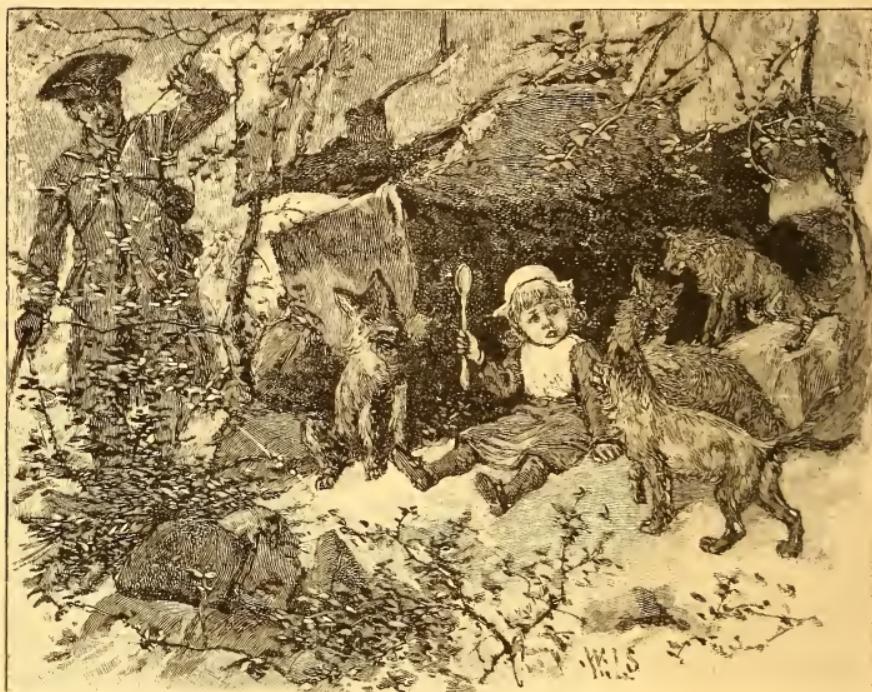
Besides this, there are machines that fold the sheets, bind them together, and cut the edges.



1. Make an outline from these two paragraphs. With this outline as a guide, write in your own words the thought of the lesson.

2. Copy from the selection five words used as direct objects, and tell what verb governs each.

195. PICTURE STORY



Write the story suggested by this picture.

196. COMPOUND SENTENCES

1. I am willing, *and* I will try.
2. He is not willing, *nor* will he try.
3. He is willing, *but* he does not succeed.

Notice that each of these sentences is made up of two parts. *I am willing* is a simple statement, and *I will try* is a simple statement; but we join the

two into one by the word *and*, so as to make a compound sentence.

A **compound sentence** is one made up of two or more simple statements of equal importance. The conjunctions *and*, *but*, *or*, *nor*, and *therefore* are often used to join such statements.

Is sentence 2 compound? How many statements has it? Are these simple and equal? What connects them into one sentence? Answer the same questions about the third sentence.

The two statements in one sentence are called **clauses**.

Notice that a comma is used to separate the first simple statement from the second.

EXERCISE. — *Show that the following sentences are compound:* —

1. Truth is mighty, and it will prevail.
2. Come for me, or send word.
3. We tried, therefore we succeeded.
4. I ran, but I was late.
5. The rain came, and we got wet.

197. COMPOUND SENTENCES

EXERCISE. — *Using the proper conjunctions, write the sentences in each of the following exercises so as to form compound sentences:* —

1. I can prove this. The answer is correct.
2. We saw him go. We did not see him return.

3. You may go. You may stay with me.
4. We met a farmer. We bade him good morning.
5. I looked again. The horsemen had gone.
6. Henry did not answer. You did not.
7. The boy spoke rudely. I answered politely.
8. The weeks flew by. Summer was nearly here.
9. The squirrel peeped in. The birds drove him away.
10. It is raining. We will return home.

198. A CONTRAST

The Mouse and the Mole

HINTS: Compare the size; shape of body; color of skin; shape of feet and tail; eyes.

Habits — which lives underground, and which above ground; how each escapes when pursued; in what kind of a home each lives; damage each does.

199. LETTER WRITING

1. Write to a bookseller, ordering a book that you would like to read.
2. Write to some hardware firm, ordering a gun. Tell exactly the kind and price.

200. USING THE OUTLINE

First make an outline, then write a composition on the subject, "What I Found in an Old Trunk."

201. COMPOUND SENTENCES

1. Write six compound sentences in which the statements are joined by *and*.

2. Write six compound sentences in which the statements are joined by *neither . . . nor*, or by *or*.

202. MAKING AN OUTLINE

The Humming Bird

One of the most fascinating sights on a summer day is to watch a humming bird. To see it poised in mid-air, its wings moving so fast as to be invisible, now darting and poising again, then dashing away like a shot, now hovering over a flower,—all this might entertain an observant boy or girl for many an hour.

The kind common to most of the United States is known as the "ruby-throated" humming bird. It is about three inches long. It is found east of the Rocky Mountains and on up into Canada. It comes in the spring and stays during the summer while the flowers are blooming. It feeds on honey which it sucks from the flowers, and on insects.



The nest of the humming bird is very small and is shaped like a cup. It is lined with plant down, gossamer, and other delicate fibers. The bird lays only two eggs, but hatches two broods in the year. The young birds can fly within a week after hatching, but are not so rich in coloring until they are about a year old.

The coloring of our humming bird is brilliant and beautiful. Its neck is a ruby red; the upper part of the body is green and gold; the quills and tail are purple brown. Its bill is very long and

sharp. Its eyes are bright and keen, and it will fly at an enemy fifty or sixty yards away.

The humming bird is a brave little fellow. It will chase the bluebird or the martin, but will fly in haste away from a bumblebee.

1. Make an outline of five topics from the paragraphs above.

2. In the fourth paragraph, copy four statements that have predicate adjectives; draw one line under the subjects and two under the predicate adjectives.

203. UNFINISHED STORY

Will and the Circus

Will Holly was a very poor boy. He had seen the gay circus procession pass, and he wanted to go to the circus. He started off toward the tents, hoping he might earn a quarter. As he walked along, he saw a horse running away, and an old man was in the carriage. . . .

Finish the story.

204. DICTATION EXERCISE

Rules for Reading

Read the best books which wise and sensible persons advise. Ask yourself, "Do I understand what I read? Do I benefit by it? Do I become wiser and better by it?" Read with a firm determination to make use of all you read. Do not, by reading, neglect a more immediate or more important duty. Do not read with a view of making a display of your reading. Do not read too much at a time. Reflect on what you have read, and let it be a nourishment of the heart and soul, quietly enjoyed and well digested.

What kind of sentence is each in the above lines?
Write the paragraph from dictation.

205. A CONTRAST

The Potato and the Tomato

HINTS: Where each grows; how cultivated; shape; size; taste; seeds; how potatoes are planted.

History — potatoes known for hundreds of years; tomatoes cultivated for a century or less.

Preparation of both for eating.

206. DICTATION EXERCISE

The Humming Bird

Write from dictation the first two paragraphs in Lesson 202.

207. COMPOUND SENTENCES

1. Write six compound sentences in which the statements are connected by *but*.

2. Write six compound sentences in which the statements are connected by *therefore*.

208. USING THE OUTLINE

Make an outline, then write a composition on the subject, "A Day in the Woods," or "Some Birds I have Noticed."

209. QUESTIONS AND ANSWERS

How Rivers are Formed

The falling of rain is very important because it has so much to do with the farmer's crops; it is also important because the condition of rivers depends on the amount of rain. How, then, are rivers formed, and what makes them rise or fall?

When the rain falls, some of it is taken up by plants and trees, some of it passes off in the form of vapor, and some of it runs off in the form of rills or brooks. These empty into creeks, and the creeks empty into rivers. If there is a great deal of rain at once, the smaller streams are swollen out of banks, and they pour too much water into the river. Then there is an overflow which causes much damage.

But some of the rain trickles down into the ground. After a time it meets a bed of rock or a layer of earth that it cannot pass through. Then it spreads out and at some point may come to the surface in the form of a spring. Hundreds of springs are constantly emptying their pure water into rills, creeks, and rivers, and hence the rivers always have at least a certain amount of water, even when it rains very little.

1. Write three questions about the facts in each of the above paragraphs.
2. Write statements in answer to these questions.

210. REVIEW

EXERCISE. — *In the following sentences, point out the direct objects, predicate nouns, and predicate adjectives:—*

1. Our boys drew a long double sled.
2. The cricket is a noisy little fellow.
3. He whistles a clear and happy tune.
4. The bird was young and very tame.
5. Mary did not feel cold in the sunshine.
6. The seed may become a beautiful plant.
7. One boy recited a long story of adventure.
8. The teacher has been a friend to me.
9. The driver of the cart seemed very angry.
10. He had beaten his poor horse cruelly.

211. LETTER WRITING

WANTED — Active, honest boy, ten to fourteen years old, to run errands and do general work in a business office. ALLEN & JONES, 328 Maple Street.

1. Copy the above advertisement.
2. Write a note, applying for the position, and stating your fitness for it.

212. MEMORY EXERCISE

Little by Little

“ Little by little,” an acorn said,
As it slowly sank in its mossy bed,
“ I am improving every day,
Hidden deep in the earth away.”

Little by little, each day it grew,
Little by little, it sipped the dew ;
Downward it sent out a threadlike root,
Up in the air sprang a tiny shoot.

Day after day, and year after year,
Little by little, the leaves appear,
And the slender branches spread far and wide,
Till the mighty oak is the forest’s pride.

“ Little by little,” said a thoughtful boy,
“ Moment by moment I’ll well employ ;
Learning a little every day,
And not spending all my time in play ;
And still this rule in my mind shall dwell —
Whatever I do, I’ll do it well.

" Little by little, I'll learn to know
 The treasured wisdom of long ago,
 And one of these days perhaps we'll see
 That the world will be the better for me."
 And do you not think that this simple plan
 Made him a wise and useful man?

Write this poem from memory.

213. STORY WRITING

Acorns

Write the story of an acorn, to the time when the oak is used as lumber for building or furniture.

214. PICTURE STORY



Tell the story suggested by this picture.

215. ANALYSIS OF COMPOUND SENTENCES

As a compound sentence is made up of two simple statements, the way to analyze it is to

separate it into its two parts, then analyze each one as a simple sentence. For example, "I am tired, therefore I wish a short rest." This is a compound sentence; it consists of two simple and equal clauses. The first is, *I am tired*; the second is, *I wish a short rest*; they are connected by the conjunction *therefore*.

In the first clause, *I* is the subject, *am tired* is the predicate; the predicate consists of the verb *am* and the predicate adjective *tired*.

In the second clause, *I* is the subject, *wish a short rest* is the predicate; the predicate consists of the verb *wish*, its object *a short rest*; *rest* is modified by the adjectives *a* and *short*.

The order of analysis, then, is as follows:—

1. Kind of sentence.
2. The two clauses of which it is made.
3. The word connecting them.
4. Analysis of each clause.

EXERCISE.—*Analyze the following compound sentences:—*

1. We have worked rapidly, but we shall finish soon.
2. You may stay now, or you may come to-morrow.
3. The weather is warm, and the plants are growing fast.
4. The boy was punished, but he told the truth.
5. The work will help us, therefore we should work faithfully.
6. The armies approached, and a great battle was fought.
7. It stormed, therefore we did not go out.

216. SENTENCES AND PARAGRAPHS

The Gardener Bird



In the island of New Guinea there lives one of the strangest of birds. It is called the gardener bird, because its nest is really a garden. It is a small bird, dark brown on top of its head, back, wings, and tail. Underneath it is a greenish red. It is about the size of a catbird.

When it is ready to build a nest, it finds a little bush for a center. It brings twigs from other plants, leans them in a row against the center shrub, and sticks them down so that they will grow. It then scatters moss in front of the door.

On this little lawn it places colored berries and fresh flowers. When the flowers fade, it brings fresh ones to decorate the little yard. The house is sometimes three feet wide and nearly two feet high, and the yard has more room still.

1. From this selection copy three simple sentences and two compound sentences.
2. Learn the facts of the lesson so that you can recite them, then rewrite the lesson in three paragraphs.

217. LETTER WRITING

Importance of Forests

The facts learned in Lesson 209 will help you to understand why forests are so important. Of course they are valuable for their lumber; but besides that, they are of the greatest importance to the farmers.

If a hill is covered with a dense forest, less of the rain that falls runs off the surface of the ground. The roots of the trees keep the soil loose and spongy so that it can absorb much water. Thus bright, cool, lasting springs are formed, which feed the rivers and keep them all the time at a pretty steady height.

But suppose the farmer, anxious to clear more land, cuts away all the forest. From the bare land much of the rain, instead of running off slowly, rushes down through rills and creeks to swell the rivers, which then overflow their banks. The land is then washed into gullies by the rills and creeks, and the best part of the soil is washed away.

This matter is so important that our government has begun to make laws to protect our forests, and to provide for the planting of as many trees as possible.

Imagine you are in a part of the country where the forests are all cleared away; write a letter to your teacher and explain to him why it is important to preserve the forests. Divide the letter carefully into paragraphs.

218. MEMORY EXERCISE

The Wind and the Leaves

“Come, little leaves,” said the wind one day,
“Come o'er the meadows with me and play.
Put on your dresses of red and gold ;
Summer is gone, and the days grow cold.”

Soon as the leaves heard the wind’s low call,
Down they came fluttering, one and all ;
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

“Cricket, good-by, we’ve been friends so long !
Pretty brook, sing us your farewell song ;
Say you are sorry to see us go.
Oh ! you will miss us, right well we know.

“Dear little lambs, in your fleecy fold,
Mother will keep you from harm and cold ;
Fondly we’ve watched you in vale and glade ;
Say, will you dream of our loving shade ?”

Dancing and whirling, the little leaves went ;
Winter had called them, and they were content.
Soon fast asleep in their earthly beds,
The snow laid a coverlet over their heads.

Write this poem from memory. Be careful of the punctuation.

219. STANZAS AND VERSES

Notice the division of the poem “The Wind and the Leaves” into five parts of four lines each.

Such divisions are called **stanzas**. A stanza may have any number of lines.

Each line of poetry is called a **verse**.

Do not make the mistake of calling a stanza a verse. A verse is only a line.

Verses that end with words having similar sounds, as *day* and *play*, *gold* and *cold*, are said to **rhyme**.

How many stanzas are there in the poem "The Wind and the Leaves"? How many verses? Which verses rhyme?

How many stanzas are there in the poem on page 22? How many verses to each stanza? Which verses rhyme?

How many verses are there to each stanza of the poem on page 28? How do the verses rhyme?

Notice that in the poems on pages 28 and 67 the second and fourth lines of each stanza are indented, whereas in the poems on pages 147 and 152 they are not. We do not indent when two lines that come together rhyme; but when the first line rhymes with the third, the second with the fourth, etc., the even-numbered lines are indented.

220. USING THE OUTLINE

Make an outline of the poem "The Wind and the Leaves," choosing one topic for each stanza.

With these topics as a guide, write in prose the thought of the poem.

221. ABBREVIATIONS

What is an abbreviation? Mention the abbreviations you learned to write in Lesson 19.

In addressing letters it is often useful to know the following abbreviations:—

DIVISIONS OF THE UNITED STATES

Alabama	Ala.	Nebraska	Neb.
Arizona	Ariz.	Nevada	Nev.
Arkansas	Ark.	New Hampshire . . .	N.H.
California	Cal.	New Jersey	N.J.
Colorado	Colo.	New Mexico	N. Mex.
Connecticut	Conn.	New York	N.Y.
Delaware	Del.	North Carolina . . .	N.C.
District of Columbia	D.C.	North Dakota	N. Dak.
Florida	Fla.	Oklahoma	Okl.
Georgia	Ga.	Pennsylvania	Pa.
Illinois	Ill.	Philippine Islands . .	P.I.
Indiana	Ind.	Porto Rico	P.R.
Iowa	Ia.	Rhode Island	R.I.
Kansas	Kans.	South Carolina	S.C.
Kentucky	Ky.	South Dakota	S. Dak.
Louisiana	La.	Tennessee	Tenn.
Maine	Me.	Texas	Tex.
Maryland	Md.	Vermont	Vt.
Massachusetts	Mass.	Virginia	Va.
Michigan	Mich.	Washington	Wash.
Minnesota	Minn.	West Virginia	W. Va.
Mississippi	Miss.	Wisconsin	Wis.
Missouri	Mo.	Wyoming	Wyo.
Montana	Mont.		

The names of the divisions *Alaska*, *Hawaii*, *Idaho*, *Ohio*, *Oregon*, and *Utah* are not abbreviated.

222. PICTURE STORY



Write a story suggested by this picture. Be careful of paragraphs and punctuation.

223. DICTATION EXERCISE

1. The gifts that we have, heaven lends for right using,
And not for ignoring, and not for abusing.
2. A wind came up out of the sea
And said, "O mists, make room for me!"
3. How beautiful is night!
4. Honor and shame from no condition rise ;
Act well your part, there all the honor lies.

Write the above verses from dictation.

224. PUNCTUATION

Use a **capital letter** to begin: the first word of every sentence (page 10), of every line of poetry (page 22), and of every direct quotation (page 62); all proper nouns (page 16); the names of the days of the week and of the months of the year; the pronoun *I*; and most abbreviations (page 20).

Use a **period** (.) after every sentence making a statement or expressing a command (page 37), and after every abbreviation (page 20).

Use a **comma** (,) to separate words, phrases, or clauses forming a series; as, *He is honest, brave, and clever*; to separate the clauses of a compound sentence (page 141); and to separate a direct quotation from the rest of the sentence (page 62).

Use a **semicolon** (;) to separate the clauses of a compound sentence when these are divided by commas into smaller parts; as, *He is not anxious, impatient, or rash; but he is thoughtful, serious, and calm*.

Use a **colon** (:) before a direct quotation introduced by words like *thus, as follows, this, namely*; as, *Raising his head he spoke thus: "Save him or let me die too."*

Use an **interrogation point** (?) after every direct question (page 37).

Use an **exclamation point** (!) after words, phrases, or clauses expressing strong emotion (page 71).

Use an **apostrophe** (') in contractions to show that part of the word is omitted (page 32); and to indicate ownership (page 115).

Use **quotation marks** (" ") before and after a direct quotation (page 62).

225. PUNCTUATION

Punctuate the following sentences correctly:—

1. next came the saddle but that was not half so bad as the bridle
2. I put my head up and said how do you do what is your name
3. one horse was named justice and was used for riding the other was an old brown hunter and was named sir oliver
4. the footman spoke to me as follows what do you live at the doctors house
5. do not run romp or shout but try to be quiet gentle and thoughtful
6. a mans life is worth more than a book a house or a fortune
7. stupid boy stupid boy exclaimed the doctor
8. on the first monday in january we decided to leave england

226. LETTER WRITING

1. Write to your teacher, asking him or her to recommend you for the position spoken of in Lesson 211.
2. Write a note to the firm, recommending a boy friend for the position. Tell something about his character and history.

227. USING THE OUTLINE

Make an outline, then write a composition on the subject, "A Day in the Polar Region," or "A Story about a Bird."

228. REVIEW

What does the singular form of a noun denote? What does the plural form denote? How is the plural form usually made from the singular? What are some of the irregular ways of forming the plural? What is the possessive form of a noun? How is the possessive singular written? How is the possessive plural written? What phrase means the same as the possessive?

What is meant by the nominative form of pronouns? The objective form? Give examples of both in sentences. In the following list, tell which are nominative forms and which are objective forms: *I, me, us, we, him, he, they, them, she, her.*

229. REVIEW

1. Write five sentences, using nominative forms of pronouns.
2. Write five sentences, using the correct forms as objects of verbs.
3. Write five sentences, using the correct forms as objects of prepositions.

230. REVIEW

What are parts of speech? *Answer:* Classes into which words are divided according to their use and meaning.

How many have we studied? *Answer:* Eight — Nouns, Pronouns, Adjectives, Verbs, Adverbs, Conjunctions, Prepositions, and Interjections. Give definition of each.

Learn the following outline of the classes into which parts of speech are divided:—

Nouns	{ Common. Proper.	Adjectives that	{ Describe. Number. Point Out.
Pronouns	{ Personal. Questioning.	Adverbs	{ Time. Place. Manner.

Give the definition of each of these classes, and examples of each in sentences.

231. REVIEW

What are the parts of a simple sentence?

Answer: Subject, Predicate, Object, Predicate Noun or Predicate Adjective, and Modifiers.

Give a definition of: Subject, Predicate, Object, Predicate Noun, Predicate Adjective.

What are the modifiers?

Answer: The subject is modified by an adjective

or by an adjective phrase. The predicate is modified by an adverb or by an adverbial phrase.

What is the difference between a phrase and a clause?

Answer: A clause is a statement used as part of another sentence; a phrase is not a statement, but a group of words used as a modifier.

What is analysis of sentences? What is a quotation? How is a quotation to be punctuated?

232. REVIEW

What kinds of sentences have we studied?

Answer: As to form. { Statement.
Question.
Command.

As to number of clauses { Simple.
Compound.

Give a definition of each, and write one of each. Mention five conjunctions that join the clauses of a compound sentence. What punctuation is used between the clauses of a compound sentence?

1. Write five sentences, in each of which the object is modified by an adjective phrase.
2. Write five compound sentences having the clauses connected by *and*, *but*, *or*, *nor*, or *therefore*. Punctuate them properly.

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